

**DRAFT Wake County Public School System
Local Academically or Intellectually Gifted (AIG) 2025-2028 Plan**

The Wake County Public School System's AIG plan for 2025-2028 outlines a comprehensive plan to meet the needs of Advanced Learners.

The AIG plan for WCPSS aligns with the WCPSS Strategic Plan Core Beliefs:

1. Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
2. Every student is expected to learn, grow, and succeed while we eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
3. Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.

The plan outlines how WCPSS will expand excellence by ensuring all schools have access to:

- A variety of Gifted Identification Opportunities
- Guidelines that support the use of data to make informed decisions about the advanced learning needs of all students
- Differentiated instructional practices designed to meet the needs of our diverse student populations
- Professional learning opportunities to address the unique needs of advanced learners
- The ability to grow learners through a lens of inclusivity
- Open support for families and community partners that expand the experiences of students

The 2025-2028 AIG Plan development was a collective effort, including the lens of a variety of Essential Partners:

- District Leaders
- Teachers
- Students
- Community Partners

The continued monitoring of the plan will be overseen by a cross-collaborative team focused on:

- **Policy & Practices:** Guidelines aimed at expanding excellence through legislative requirements and district practices to leverage access to advanced coursework
- **Academic Advancement:** Educational practices and programs designed to accelerate or extend learning and provide students with opportunities to engage in more rigorous coursework or advanced content earlier than their peers
- **Access & Opportunity:** Focused on ensuring that all students, regardless of background, have the resources and support needed to succeed academically. This includes access to advanced learning opportunities, gifted education, and support systems that can help remove barriers to achievement.

~~Wake County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.~~

~~The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N.C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.~~

~~As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.~~

~~**For 2022-2025, Wake County Schools local AIG plan is as follows:**~~

~~**Wake County Schools Vision for local AIG program:**~~

~~WCPSS Vision:~~

~~All Wake County Public School System students will be prepared to reach their full potential and lead productive lives in a complex and changing world.~~

~~WCPSS Mission:~~

~~Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.~~

~~The Wake County Public School System's AIG plan for 2022-2025 outlines a comprehensive plan to meet the needs of gifted and advanced learners. The plan strategically targets the issue of underrepresentation in various subgroups while ensuring equitable access for all. Through differentiated student identification process and data-based problem solving, our plan seeks to best meet the needs of all students while building a foundation of continuous improvement. The WCPSS AIG plan for the next three years is aligned to the NC General Assembly Article 9B and the six program standards from the North Carolina Department of Public Instruction.~~

~~All components are aligned to the district's strategic plan, specifically aligning to the following Core Beliefs:~~

~~#1 Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.~~

~~#2 Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.~~

~~#3 The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk taking, and innovation that results in a high performing organization focused on student achievement.~~

~~To ensure program accountability, the WCPSS AIG Equity Collaborative team (AEC) was established. The team's goals are to create and support an AIG plan that fosters a culture of high expectations and academic growth that:~~

- ~~1. Increases achievement for K-12 AIG identified students~~
- ~~2. Intentionally increase participation of underrepresented students~~
- ~~3. Ensure access to challenging, innovative, and rigorous curriculum~~

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Standard 1: Student Identification

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

Practice A

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

District Response:

The Wake County Public School System (WCPSS) AIG Program has screening, referral, and identification procedures for all grade levels that are comprehensive and strive toward eliminating barriers and leveraging access and opportunity. This program outlines K-12 identification procedures and the process in identifying and serving gifted students and students with potential giftedness. This includes students who transfer from other LEAs with a gifted identification. The WCPSS AIG Program conducts comprehensive screening measures to recognize children with outstanding potential who may benefit from the differentiated support provided by the gifted program.

All second-grade students participate in a district-wide ability screening, which can be used for a referral to the gifted program.

WCPSS has many Gifted Identification Opportunities (GIOs) that utilize standardized testing data, universal screening data, authentic in-class assessments, informal classroom performance measures, and other sources of data for screening. The screening and referral process is designed to expand excellence and advanced learning opportunities to all WCPSS students.

WCPSS is committed to responding to the needs of culturally ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, & twice-exceptional learners to ensure clear equitable & comprehensive practices to lead towards appropriate educational services, which includes but is not be limited to:

- Researching and evaluating practices of other LEAs in North Carolina
- Refining school practices in the utilization of the Differentiated Educational Plan
- Reviewing and revising District guidelines, expectations, and practices to ensure individual student needs are met

~~The Wake County Public School System (WCPSS) AIG Program has screening, referral and identification procedures for all grade levels that are comprehensive and strive toward equitable practices. This program outlines K-12 identification procedures and the process in identifying and serving highly gifted students, including students already identified who transfer into WCPSS. WCPSS AIG Program conducts comprehensive screening measures to recognize children with outstanding potential who may be gifted. All third grade students participate in a district wide ability screening, which can be used for a referral to the gifted Program. Schools~~

~~utilize both standardized testing data, when available, and informal classroom performance measures during screening. The screening and referral process is designed to support early recognition and the potential in culturally and/or ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional learners.~~

Referral Process for K-12

Parents/Guardians, teachers, students, and other **stakeholders essential partners** may refer a student for gifted identification at any point in the student's educational career. When a referral is received, the School Based Committee for Gifted Education (SBCGE) will discuss available data for the student. **The Each school has an SBCGE that** typically consists of, but is not limited to, the following members: **an** AIG teacher, an administrator, **a** classroom teacher, a specialist teacher (i.e., music, art, PE, etc.), and a school counselor. This review includes examination of classroom/school-wide assessments, student work samples, historical data, ACCESS data for EL students (if available), and any other readily available information that may support identification. Once the available data is reviewed by the SBCGE, a referral decision will be made as to what additional next steps are required and if there is a need for additional data collection. The data collection process is unique to each student and will be reflected in the evaluation for gifted identification.

For purposes of clarity, WCPSS defines screening, nomination, referral, and identification as follows:

Screening: Screening refers specifically to the universal screening process available for all **third second** grade students in WCPSS. Any gifted evaluation of students outside of **third second** grade is considered part of the referral and identification process outlined below. Each student in the **third second** grade will have the opportunity to participate in universal screening through group-administered ability and achievement tests. Based on the results of this screening, students may qualify for gifted programming. The SBCGE may also collect additional data to help inform identification decisions.

Nomination: **Each school will have an The SBCGE will that receives** written nominations from various **stakeholders Essential Partners** throughout the school year. A nomination may come from a parent/guardian, teacher, administrator, self-referral or other **stakeholder Essential Partner**. The nomination is a formal request to begin the referral process. By nominating a student, the **stakeholder Essential Partner** is effectively informing the SBCGE that they recognize traits of giftedness in that particular student.

Referral: The referral process includes a collection and analysis of available classroom/school data as well as a review and analysis of historical data. This information is stored in an online database that is accessible for all AIG teachers. The SBCGE will utilize available data to determine next steps in the evaluation process and what additional data, if any, needs to be collected. The SBCGE team will determine what additional information, if any, needs to be collected to determine eligibility for gifted identification.

Identification: The data-driven conversations around referrals drive gifted identification decisions. WCPSS utilizes multiple sources of data that are available throughout the LEA. Identification is determined through analysis of different sources of data (e.g., such as standardized assessments, work samples, school-wide assessments, historical assessment data, universal screeners, etc.).

K-21 Referral and Identification

When a student in grades K-21 is nominated by a parent/guardian, teacher, self, or other stakeholder Essential Partners, the SBCGE would will collect all available data using the K-21 Early Identification Checklist as part of the referral that will to help inform identification decisions. This checklist may include, but is not limited to, data from the following sources:

- Formative assessments
- Summative assessments
- Academic universal screeners
- Classwork samples
- Student observations

After this data is collected, the SBCGE may choose to request psychological testing from the ALS psychologist. This evaluation would include a cognitive and achievement assessment.

3rd2nd Grade Universal Screening Process

The Wake County Public School System administers the Cognitive Abilities Test (CogAT) to all 3rd2nd grade students. Students who attain a CogAT composite or subtest score at or above the 85th percentile will be invited to take the Iowa Assessment. If a student does not meet the 85th percentile CogAT criteria to take the Iowa Assessment, a parent/guardian, teacher, student, or other stakeholder Essential Partner may request for the student to participate in the Iowa Assessment. After taking the Iowa, students who demonstrate strengths on either the CogAT and/or Iowa will be considered for referral to the School Based Committee for Gifted Education (SBCGE). The SBCGE will examine the results of the universal screening in the context of the SBCGE's data collection and analysis process.

43-8 Referral and Identification

When a student in grades 43-8 is nominated by a parent/guardian, teacher, self, or other stakeholder Essential Partner, the SBCGE would collect all available data as part of the referral that will help inform identification decisions. This data may include:

- Grade-level/school-wide assessments and screeners
- Historical data (grades, EOGs, previous test scores)
- Classroom work samples

- Criterion-referenced rating scale of giftedness (e.g., the Gifted Rating Scale)
- Differentiated, higher order classroom work samples in reading and/or math
- Standardized achievement assessment (e.g., Iowa Assessments, EOGs Woodcock Johnson Test of Achievement, or other WCPSS approved achievement measures)
- Standardized ability assessment (e.g., CogAT, WISC-V, or other WCPSS approved ability measures)
- ACCESS scores (for English Learners)

If an SBCGE determines that more data is needed for an identification decision, individually and group administered achievement and/or ability tests are available for use. The standardized assessments listed above are not an exhaustive list of available and approved assessments. Please see the Advanced Learning Services department for acceptable ability and achievement assessments.

9-12 Referral and Identification

~~When a student in grades 9-12 is nominated by a parent/guardian, teacher, self, or other stakeholder, the SBCGE would collect all available data as part of the referral that will help inform identification decisions. This data may include:~~

When a student in grades 9-12 is nominated by a parent/guardian, teacher, self, or other essential partner, a referral form will be completed by the high school counselor or dean. Once this referral is received by the ALS team, the ALS High School Coordinator--along with other ALS team members--will collect all available data points as part of the referral process. This data may include:

- Grade-level/school-wide assessments and screeners
- Historical data (grades, EOGs, previous test scores)
- Classroom work samples
- Criterion-referenced rating scale of giftedness (e.g., the Gifted Rating Scale)
- Differentiated, higher order classroom work samples in reading and/or math
- Standardized achievement assessment (e.g., Iowa Assessments, EOCs, Woodcock Johnson Tests of Achievement, or other WCPSS approved achievement measures)
- Standardized ability assessment (e.g., CogAT, SAT, or other WCPSS approved ability measures)
- ACCESS scores (for English Learners)

~~If an SBCGE determines that more data is needed for an identification decision, individually administered achievement and/or ability tests are available.~~ If the ALS team determines that more data is needed for an identification decision, individually administered achievement and/or ability tests are available. The ALS psychologist would will administer these assessments after a review of all available data by the ALS central office team and high school AIG coordinators. The standardized assessments listed above are not an exhaustive list of available and approved

assessments. Please see the Advanced Learning Services department for acceptable ability and achievement assessments.

For students in grades 9-12, a High School Data Review Rubric/Portfolio may be used for gifted identification. This rubric/portfolio includes high school-specific metrics such as the PSAT, SAT, pre-ACT, ACT, Advanced Placement exam results, EOG/EOC scores, Grade Point Average (GPA) and other high school specific data.

The ALS High School Coordinator, in partnership with other members of the ALS team, routinely conducts high school data reviews to ensure students with high potential are being proactively identified for gifted services and supports. High school counselors and deans, as well as other essential partners, may nominate and refer students for gifted identification at any point in the year.

Data Collection and Analysis

After a referral is made, the SBCGE will review data to generate a series of referral questions. These referral questions seek to answer whether a student is eligible for gifted services AND which domains the student requires differentiation. Referrals and Identification for gifted services should be the result of data-based conversations held at the school level.

Individually Administered Standardized Measures

Individually administered standardized measures may be used in the identification process. These measures are administered by either a trained AIG teacher or the AIG Psychologist. These individually administered tests offer an additional opportunity for students to demonstrate strengths in achievement and/or ability. To ensure equitable practices, WCPSS will also utilize standardized non-verbal measures of ability. Some examples of when an individually administered assessment is used could include, but are not limited to, the following:

- A student has accommodations through an IEP or 504 Plan
- A student who is an English learner (EL)
- Students that have an incomplete group-administered test
- Situations where the testing data is inconsistent with classroom performance

Talent Scouting

SBCGEs will review their school's universal data and assessments for reading and math during BOY and MOY (Beginning of Year and Middle of Year assessments) to scout talent for giftedness and high potential. The SBCGEs will use a district-provided guide to help "scout" students that meet a district-defined threshold for giftedness.

Practice B

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

District Response:

Wake County Public Schools The Wake County Public School System administers both traditional and non-traditional standardized measures based on current theory and research. Valid and reliable assessment instruments are used to identify students for AIG Program services. Both group and individual measures are utilized. Additionally, WCPSS believes that both qualitative and quantitative data should be used in making identification decisions. No one singular data point should serve as exclusionary criteria for access to gifted programming. It is the belief of WCPSS that students should have multiple opportunities to demonstrate their giftedness. Identification practices and procedures should serve as opportunities for our students, not barriers.

Several factors determine eligibility for differentiated services through our gifted program. Based on the available data, students are identified as AIG (Academically and Intellectually Gifted) in reading and/or math, AG (Academically Gifted) in reading and/or math, or IG (Intellectually Gifted) in reading and/or math. Nominations are submitted to the SBCGE to determine the appropriate next steps for data collection and analysis. Students that are nominated and referred for evaluation will participate in group ability and achievement assessments, unless the SBCGE determines that no additional information is needed for identification or the student would benefit from individually administered assessments.

WCPSS offers several options for data collection, including standardized measures (group and individually administered), work samples, gifted rating scales, teacher input/observations, and historical assessment data. It is up to the SBCGE to determine which data collection tools to use that may be appropriate for the referral question. Evaluation plans for AIG eligibility should be the result of data-based conversation held at the school level. Please see below for information regarding data collection tools:

K-21 Identification and Criteria

Students in grades K-21 can be identified for gifted services. After a nomination from parents/guardians, teachers, or other stakeholders Essential Partners, the SBCGE will review all data sets available to determine if the student meets the criteria for identification.

Data used to determine gifted identification may include, but is not limited to, the following:

- Formative assessments
- Summative assessments
- District diagnostic academic assessments

- Classwork samples
- Teacher observation/checklist
- Nationally-normed standardized achievement **measures** (reading and math)
- Nationally-normed standardized cognitive/ability **tests**

A K-21 student is found eligible for gifted services (as AIG Reading and/or Math) if they meet the following criteria:

- 98th percentile or higher on a nationally-normed standardized achievement test in reading and/or math, AND
- 98th percentile or higher on a nationally-normed standardized cognitive/ability test (full scale composite)

The cognitive/ability and achievement tests will be administered by the ALS psychologist.

Gifted Identification Opportunities (Grades 2-12)

WCPSS maintains that a student may demonstrate their giftedness in multiple ways. Therefore, gifted identification practices must be dynamic in order to appropriately assess a student's gift(s). To achieve this, WCPSS employs a process for data collection and analysis of multiple data sources. Both qualitative and quantitative data will be examined to help determine eligibility for gifted programming. Each area of identification (AG Reading, AG Math, IG, AIG) can be assessed with multiple points of data to help the student demonstrate their giftedness. Note: one singular data point will not be used for exclusionary criteria for gifted programming access.

See examples below of data that can be collected and analyzed for each Gifted Identification Opportunity:

Academically Gifted Reading (AG-Reading):

- ~~Results of a WCPSS approved standardized reading achievement measure~~
- ~~Results of a WCPSS approved standardized ability measure (either overall composite or verbal composite)~~
- ~~School-wide universal screening measures in reading~~
- ~~Classroom work samples, including Level IV/higher order differentiated work~~
- ~~Parent/guardian input/observations~~
- ~~Rating scales that assess characteristics of gifted traits/behavior~~
- ~~ACCESS data (for students who are English Language Learners)~~
- ~~Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice-exceptional)~~

Academically Gifted Mathematics (AG-Math):

- ~~Results of a WCPSS approved standardized mathematics achievement measure~~
- ~~Results of a WCPSS approved standardized ability measure (either overall composite, quantitative, or nonverbal composites)~~

- School-wide universal screening measures in math
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/Guardian input/observations
- Rating scales that assess characteristics of gifted traits/behavior
- ACCESS data (for students who are English Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice exceptional)

Academically Gifted Reading and Math (AG-Both):

- Students may be identified as academically gifted in both areas, reading and math, if they demonstrate the criteria in both content areas.

Intellectually Gifted Reading (IG-Reading):

- Results of a WCPSS approved standardized verbal ability composite (e.g., V or VN on the CogAT)
- School-wide universal screening measures in reading
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/guardian input/observations
- Rating scales that assess characteristics of gifted traits/behavior
- ACCESS data (for students who are English Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice exceptional)

Intellectually Gifted Mathematics (IG-Math):

- Results of a WCPSS approved standardized quantitative or nonverbal ability composite (e.g., Q, N, or QN on the CogAT)
- School-wide universal screening measures in mathematics
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/Guardian input/observations
- Rating scales that assess characteristics of gifted traits/behavior
- ACCESS data (for students who are English Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice exceptional)

Intellectually Gifted Reading and Math (IG-Both):

- A student may be identified in both areas (reading and math) if they demonstrate the criteria in both verbal and quantitative (or nonverbal) domains.

Academically and Intellectually Gifted (AIG):

- Students may be identified as AIG in one or both areas (reading and/or math) if they demonstrate the criteria in either area of reading and/or math.

Identification through Test Score Criteria

While the ALS department believes that a single criteria or test should not be a barrier to service delivery for gifted students, a high quality measure can be used for inclusionary criteria. Students can qualify for gifted services under the following criteria:

Academically Gifted Reading

Using portfolio criteria, students must score at or above the 95th percentile on a group or individually administered standardized achievement measure of reading (e.g., Iowa Tests Reading, EOG/EOG for ELA, Woodcock Johnson Tests of Achievement Fourth Edition, and other WCPSS-approved measures):

Academically Gifted Math

Using portfolio criteria, students must score at or above the 95th percentile on a group or individually administered standardized achievement measure of mathematics (e.g., Iowa Tests Mathematics, EOG/EOG for Mathematics, Woodcock Johnson Tests of Achievement Fourth Edition, and other WCPSS-approved measures):

Intellectually Gifted Reading

Students must score at or above the 95th percentile on a group or individually administered standardized ability measure for either the full composite or a verbal score/composite.

Intellectually Gifted Math

Students must score at or above the 95th percentile on a group or individually administered standardized ability measure for either the full composite, nonverbal score/composite, or the quantitative score/composite.

Academically and Intellectually Gifted (AIG) in Reading or Math

Using portfolio criteria, a student would qualify as AIG if they meet the criteria for both AG and IG (see above) for reading and/or math.

Identification Criteria through Portfolio

The ALS department understands that not all students will demonstrate their gifts and talents through a single standardized test. To support and identify these gifted students, the ALS department has developed a portfolio process for identification. The portfolio utilizes information from the following sources:

- Grade level assessments
- Historical data
- ACCESS for multilingual students

- ~~Classroom work samples~~
- ~~Rating scales (e.g., Gifted Rating Scale)~~
- ~~Differentiated work samples~~
- ~~Standardized achievement and ability test scores~~

~~Each data point is rated on a three-point scale (1 point=some support, 2 points=moderate support, and 3 points=strong support). Students must earn 17 points on this rubric to qualify for gifted services under the identification of Academically Gifted (in either reading and/or math).~~

WCPSS Gifted Identification Opportunities

(ALL 2-8 grade nominations must begin with the portfolio process)

Intellectually Gifted (IG)

IG Reading:

- 95th percentile or higher on the verbal reasoning section of a nationally normed standardized ability/aptitude test (i.e., CogAT, WISC-V, DAS-II, etc.)
 - Ex. CogAT: V or VN

IG Math:

- 95th percentile or higher on the quantitative or nonverbal measures of a nationally normed standardized ability/aptitude test (i.e., CogAT, WISC-V, DAS-II, etc.)
 - Ex. CogAT: Q, N, or QN

***Note:** The **VQN** from the CogAT can be used on the 3D Form/portfolio for identification.

Academically Gifted (AG)

AG Reading:

- 6 points on the EOG Data Review Rubric for reading (only during EOG data review window) **-or-**
- 17 points in reading on the 3D Form/portfolio (this also includes the Local Norming Process) **-or-**
- 95th percentile or higher on a nationally normed achievement assessment in reading (i.e., Iowa, WJ-IV, etc.)

AG Math:

- 6 points on the EOG Data Review Rubric for math (only during EOG data review window) **-or-**
- 17 points in math on the 3D Form/portfolio (this also includes the Local Norming Process) **-or-**
- 95th percentile or higher on a nationally normed achievement assessment in math (i.e., Iowa, WJ-IV, etc.)

Academically/Intellectually Gifted (AIG)

AIG Reading:

- A student is eligible for AIG reading if they meet eligibility criteria for both AG and IG in reading

AIG Math:

- A student is eligible for AIG math if they meet eligibility criteria for both AG and IG in math

Please see this [list of acceptable tests](#) that can be used as part of the [identification process](#) for WCPSS AIG programming.

Data Sources for Portfolio Identification: When collecting information for the nomination, referral, and identification process, there are many sources of data that can be used to establish a pattern of advanced learning needs.

- **Grade Level Assessments:** These should be related to the potential area of identification and are given to every student in the grade. These could, but are not limited to, the following: STAR Math, Fastbridge, mClass, Dreambox, NC Check-ins
- **Historical Data:** Report cards; assessments over a year old; work samples/projects/artifacts over a year old (and less than three years old)
- **ACCESS for Multilingual Learners:** ESL specialists may be consulted to determine the rate of growth/progress in language acquisition.
- **Three Exemplary Work Samples:** These work samples (from the current school year) should be initiated by the classroom teacher and should highlight the strengths of the student relative to the potential area of identification.
- **Differentiated Work Samples (Level IV Opportunities):** These work samples should be initiated by the AIG teacher and should highlight the strengths of the student relative to the potential area of identification.
- **Gifted Rating Scale (GRS):** The GRS should be completed by the staff members that can best speak to the abilities, skills, and traits of the student. When completing the rating scale, the rater should compare the student to an average peer--not comparing the student to the top performing students.
- **Ability/Aptitude Battery:** Assessments (administered within one calendar year) that are nationally normed and standardized. Some common assessments are: CogAT, WISC-V, and the NNAT-3.
- **Achievement Battery:** Assessments (administered within one calendar year) that are nationally or state normed and standardized. Some common assessments are: Iowa Assessments, Woodcock-Johnson IV Tests of Achievement, and NC EOGs/EOCs. The NC EOGs/EOCs can be used on the portfolio or with the EOG Data Review Rubric.

9-12 Identification:

In addition to standardized testing results, students that are assessed in high school can be identified through the use of the High School Portfolio. This portfolio will include data from many sources, including, but not limited to:

- Weighted Grade Point Average (GPA)
- Final exam results from locally created exams (i.e., non-EOC classes)
- Results from AP and IB exams
- Previous EOG and EOC results
- Data from high school specific tests such as the pre-ACT, PSAT, ACT, and SAT

Re-evaluation Procedures

Talent ~~Development~~ Developed students who have data to support identification will be re-evaluated and identified as indicated on their ISP.

Reciprocity

- Reciprocity is accessed when a gifted/AIG student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for Military Children, transfers to WCPSS.
- Documentation of previous gifted/AIG identification is required and adequate information submitted to determine appropriate placement in the area(s) of language arts and/or mathematics.
- The district reserves the right to perform subsequent evaluations, including formal or informal assessments, to ensure appropriate placement of the student.

Transfer Students

Students who are enrolled in a Wake County Public School that have transferred from other districts or schools with no prior gifted (AIG) identification, but have prior identification tests and scores from the previous district that meet WCPSS gifted identification criteria will be considered for gifted identification in WCPSS. AIG teachers work collaboratively with the school's data manager and parents/guardians to obtain any relevant tests or data for the purposes of gifted identification. Acceptable test scores must be verified by Advanced Learning Services personnel. The SBCGE at the student's school will evaluate the previous testing data/scores through the data collection and analysis process.

Students who are enrolled and attending in a Wake County Public School and transfer from other districts or schools with no prior gifted identification and no qualifying testing documentation may be referred for the WCPSS gifted program. The gifted referral procedures will then be followed.

Practice C

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

District Response:

~~WCPSS AIG program ensures AIG screening, referral and identification procedures respond to traditionally underrepresented populations of gifted and are responsive to LEA demographics. According to the 2020-21 data, the underrepresented populations include Black/African American and Hispanics based on district data. This data shows an underrepresentation of these ethnicities throughout the district. Wake County Public Schools (WCPSS) has a district wide demographic of 22.4% Black/African American students, but only 6.04% are identified as AIG; while the district-wide population of Hispanic students is 18.6%, only 5.54% are identified as AIG (as of end of 20-21 SY).~~

The WCPSS Advanced Learning Services department is committed to increase gifted representation and service delivery of historically underrepresented student populations. By utilizing multiple sources of data for identification and culturally/linguistically appropriate assessment tools, the ALS department will ensure representation students from the following underrepresented groups: culturally/ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice exceptional students. Gifted students are identified through a use of culturally responsive screening tools, data collection, and local norming through support with the Office of Student Assignment as well as the office of Data, Research, and Accountability.

To ensure that the WCPSS screening, referral, and identification procedures respond to underrepresented populations, the ALS department will:

- Collect identification data to understand how the representation of student groups in gifted programming reflects representation for the district as a whole
- Analyze data to help determine if current screening, referral, and identification procedures are effective in identifying underrepresented student groups
- Utilize multiple sources of data to provide opportunities for all students to demonstrate their gifts through standardized assessment, work samples, observations, rating scales, and other sources
- Intentionally screen all 3rd grade students in the district with standardized ability and achievement measures
- Work with other departments within WCPSS, such as the Office of Student Assignment and Data, Research, and Accountability, to mine data from school and district wide screenings/assessments
- Continue to engage in the local norming process with the Office of Student Assignment and Data, Research, and Accountability
- Provide professional learning opportunities that increases the awareness of gifted traits and characteristics as well as misconceptions about giftedness in diverse student groups

Additionally, the WCPSS ALS department seeks to establish a high level of transparency in its programming and policy analysis. The AIG Equity Collaborative Team (established Fall 2015) is a group of multiple stakeholders that examines AIG data for the district. The purpose of the AEG is to examine research, analyze data, make recommendations, and develop tools/procedures to ensure equitable programming and identification throughout the district. The data analysis from this collaborative will be systematically reviewed and disseminated with the community, parents/guardians, families, educators, and district administrators.

To fully develop and enhance equitable practices, the ALS department continues to build and maintain relationships with the various departments within WCPSS. Some of these departments include, but are not limited to, the Office of Equity Affairs, Special Education, English as a Second Language, and Core Academics. By partnering with these stakeholders, the ALS department seeks to expand its understanding of best practices with underrepresented

populations. At the school level, various educators, support staff and others are part of the SBCGE to help the school-based team in choosing appropriate assessment measures as well as analyzing group data for these students.

Local Norming

The Advanced Learning Services team partners with the Office of Student Assignment and Data, Research, and Accountability to develop local norming procedures following universal screening for third grade students. The WCPSS local norming examines individual student data in the context of their “neighborhood” and other same grade peers that have participated in the same standardized assessments to determine high performing students. A student’s neighborhood is defined as a circle (1 mile radius) around the student’s address. Other same grade peers that live within that circle are used for norming purposes. Students that are identified as high performers within their neighborhood will be referred to their school’s SBCGE for additional data collection. Each student that is referred as a result of the local norming process will either be identified (based on the additional data collected) or served through Talent Development.

School-Based Committee for Gifted Education:

The goal of the School-Based Committee for Gifted Education across the LEA continues to focus on data-based decision making to ensure equitable access to screening, referral, and identification through the following practices:

- SBCGEs will study disaggregated data for potential referrals and referrals
- SBCGEs will use multiple data sets to identify and nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
- SBCGEs will discuss all opportunities available for gifted identification with underrepresented populations.
- Schools will implement enrichment opportunities throughout all grade levels

The WCPSS AIG program ensures AIG screening, referral, and identification procedures help expand access to **all** students.

The WCPSS Advanced Learning Services department is committed to expanding excellence to all student populations. By utilizing multiple sources of data for identification, the ALS Team will ensure we are leveraging access and opportunity and eliminating barriers for all. Gifted students are identified through the use of data collection and local norming through the support of the Office of Geospatial Analytics and the Department of Data, Research and Accountability.

To ensure that the WCPSS screening, referral, and identification procedures respond to all students, the ALS Team will:

- Collect identification data to understand how the representation of student groups in gifted programming reflects representation for the district as a whole
- Analyze data to help determine if current screening, referral, and identification procedures are effective in identifying underrepresented student groups
- Utilize multiple sources of data to provide opportunities for all students to demonstrate their gifts through standardized assessment, work samples, observations, rating scales, and other sources
- Intentionally screen all 2nd grade students in the district with standardized ability and achievement measures
- Work with other departments within WCPSS, such as the Office of Student Assignment and Data, Research, and Accountability, to mine data from school and district wide screenings/assessments
- Continue to engage in the local norming process with the Office of Geospatial Analytics and Data, Research, and Accountability
- Provide professional learning opportunities that increase the awareness of gifted traits and characteristics as well as misconceptions about giftedness.

Additionally, the WCPSS ALS Team seeks to establish a high level of transparency in its programming and policy analysis. The Expanding Excellence Collaborative Committee (EECC, established Fall 2015) is a group drawn from various departments and schools in WCPSS that examines AIG data for the district. The EECC's purpose is to examine research, analyze data, make recommendations, and develop tools/procedures to ensure expansion of excellence and identification throughout the district. The data analysis from this Collaborative will be systematically reviewed and disseminated with the community, parents/guardians, families, educators, and district administrators.

Practice D

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

District Response:

The Wake County Public School System ensures consistency in implementation of screening, referral, and identification processes within the LEA with the Advanced Learning Services department and the record review procedures to make identification and placement decisions for all students referred by the individual schools. All Individual Student Profiles (ISPs) show the data used to identify a student. All ISPs must go through a thorough Administrative Review throughout the LEA. All screening, nomination, referral and identification processes are documented on our Services for Academically or Intellectually Gifted Students (SAGE) program.

While the options for evaluation are widely available across the LEA, the SBCGE must determine which data needs to be collected to inform an appropriate eligibility decision.

Professional Learning and District Support

To support the consistent implementation of the screening, referral, and identification process, the Advanced Learning Services team provides relevant and timely training opportunities for AIG **stakeholders Essential Partners**. This **PL professional learning** and support is offered at different times throughout the year through the following formats:

- District-wide AIG Kickoff event and Year-End event
- Monthly AIG office hours
- Individual school support visits (scheduled and requested)
- Regional **PLTs PLCs**
- New Teacher **PLTs PLCs**
- ALS-provided presentation for AIG teachers to share with SBCGE. This presentation includes information about screening, referral, and identification procedures, as well as expectations for the SBCGE.

Additionally, AIG teachers are provided with digital resources through a Canvas-based course. These resources are intended to help AIG teachers and other **stakeholders Essential Partners** understand the screening, referral, and identification processes and procedures. There are a mix of checklists and graphics that outline the process.

Monitoring and Internal Audit

The Advanced Learning Services team has built in procedures to help monitor the consistent implementation of the screening, referral, and identification procedures. AIG teachers have access **to** and are expected to complete procedural checklists in a confidential notebook that is shared with the ALS Coordinating Teachers. AIG teachers are expected to complete the information in the notebook in a **timely** manner to ensure **that** screening, referral, and identification processes are implemented with fidelity.

When a student is referred and evaluated, the Individual Student Profile (ISP) is created and submitted to the ALS **Team department** for administrative review. These ISPs are monitored for accuracy within the established identification process. If an error is made, the ALS **CTs Coordinating Teachers** will work with the AIG teacher and SBCGE to find the source of the error and correct it for the current ISP and any future ISPs.

At the beginning and end of each academic year, AIG teachers will complete a self-audit of records. The AIG teachers review all AIG files to ensure that all information and documentation is complete and accurate. The self-audit checklist is provided by the ALS **Team department** each year to ensure up-to-date information and documents are included. Additionally, peer audits are available.

Practice E

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

District Response:

Effective communication is essential to ensure appropriate services for students. Clear, consistent communication is necessary to keep parents/guardians and school staff informed of the gifted identification process, criteria, and program procedures. Dissemination of information through a variety of methods will improve communication and build capacity of **stakeholder Essential Partner** groups.

Dissemination of Information to **stakeholders Essential Partners**:

AIG Program Family Brochures and Family Guide

Advanced Learning Services (ALS) will post AIG Program **F**amily Brochures and AIG Program Family Guides on the public AIG WCPSS website and will have some print copies available for families with no Internet access. These guides outline gifted screening, referral, and identification processes and procedures for school personnel, parents/guardians/families and students to communicate effectively with these **stakeholders Essential Partners**. To share timely and relevant information to school staff/personnel, the ALS **Team department** provides school-based AIG teachers with written communication through email updates, live documents with important yearly information, monthly virtual office hours, professional learning opportunities, and resources for AIG teachers to share with their building staff. Additionally, principals are provided this information through principal meetings and updates from ALS leadership.

The WCPSS AIG **2022-2025** Plan Program Guide is available for any interested family. Parents/guardians automatically receive a copy of the AIG Program Guide if the School-Based Committee for Gifted Education (SBCGE) refers a student for evaluation. Parents/guardians of all third grade WCPSS students receive a copy of the AIG Program brochure, which summarizes gifted services. ALS will also post on the **Wake County Schools WCPSS** website screening, referral, and identification information. In addition, ALS will compile a list of Frequently Asked Questions and responses (FAQ) for parents/guardians seeking information regarding the WCPSS AIG Program and disseminate **them** to **stakeholders Essential Partners**.

Website & Professional Learning

The Advanced Learning Services team hosts professional learning regarding the local AIG Plan for internal staff (ie. Principals, teachers, departments, etc).

WCPSS maintains a public-facing website that contains information about advanced learning programming and other relevant services. This includes but is not limited to:

- Family Guides and Advanced Learning Brochures detail the nomination, referral, and screening process for gifted identification and program and service opportunities (K-12).

- High School-specific brochures **to** educate people about accelerated opportunities such as Advanced Placement, Career and College Promise, etc.
- AIG teachers in each building host family meetings where details about their building-specific programming opportunities are shared annually.
- District Recordings about gifted programming and acceleration opportunities are available for families (**e.g.**, Single Subject Acceleration, Accelerative Opportunities, and identification practices).

Practice F

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

District Response:

The WCPSS ALS **Team department** and SBCGEs work with all **stakeholders Essential Partners** to ensure documentation of the identification process of all gifted students. WCPSS values the parent-school collaborations and, as such, seeks to maintain an efficient and effective line of communication regarding the transparency of the entire identification process.

Documentation of the Identification Process

To ensure consistent documentation across the LEA, the following processes must be adhered to during the identification process:

- Referrals, Identification (ISPs), and Differentiated Educational Plans (DEPs) are housed in the SAGE online information management system. AIG teachers will be able to access SAGE to input pertinent information throughout the identification process.
- The Individual Student Profile (ISP) will contain all of the data that was used to make the identification decision.
- Individual AIG files are created for each student and placed in individual yellow files.
- AIG teachers will ensure required documents are in each student file through a self and peer audit. Audit documentation and guidelines are provided by the ALS **Team department**.
- AIG teachers will provide a Differentiated Education Plan (DEP) for all identified students in the first semester of the school year. Additionally, AIG teachers will provide DEPs for all newly identified gifted students by the second semester (if they are to be served during the current school year).

Documentation of Talent **Development **Developed** Students**

To ensure consistent documentation across the LEA, the following processes must be adhered to during the identification process (when not recommended for identification):

- The Individual Student Profile (ISP) will contain all of the data that was used to make the identification decision.
- Individual AIG files are created for each student and placed in individual maroon files.
- AIG teachers will ensure required documents are in each student file.

Communication with Parents/Guardians

- AIG teachers will hold parent/guardian information sessions to discuss the AIG program, services, and identification procedures. These parent/guardian information sessions are open to ALL families--not specifically for identified gifted students. If an AIG teacher chooses to have separate specific meetings for identified gifted students, then this must be in addition to the general information session.
- AIG teachers will provide families/parents/guardians with copies of all appropriate documentation of identification and service delivery and will meet for initial review. **The review will include** signatures of all associated parties.

Collaboration

The ALS **Team department** partners with Student Information Services (SIS) to create, analyze, and revise current data storage practices for AIG student information. This information is stored in SAGE, an online, secure database which is managed by SIS.

Practice F

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

District Response:

Referrals, Identification Support Plans (ISPs), and DEPs are maintained in the SAGE online information management system, allowing AIG teachers to input, update, and access pertinent information throughout the identification and service process. The AIG teacher collaborates with Professional Learning Communities (PLCs) at the beginning of each academic year to review DEPs and ensure they align with the classroom curriculum. Additionally, Differentiated Course Plans (DCPs) are reviewed at the start of each quarter to maintain instructional alignment. DCPs are created after teachers have reviewed student data to determine which standards need to be extended, enriched or accelerated.

Annual reviews of each K-8 identified gifted student's DEP are conducted in partnership with grade-level and classroom teachers to determine student needs and response to instruction. AIG teachers facilitate communication with parents/guardians, providing them with a copy of the

DEP during the beginning-of-year AIG meeting and addressing any questions about services. Any identified students experiencing academic difficulty receive an Instructional Support Plan (ISP) to ensure academic success.

The AIG Plan ensures that services evolve to meet student needs as they progress through their academic journey. For high school students, a High School Differentiated Education Plan (HS-DEP) outlines available areas of service, including honors, Advanced Placement (AP), and International Baccalaureate (IB) courses. A copy of the HS-DEP is provided to parents/guardians at the conclusion of the eighth-grade academic year.

High school AIG coordinators work with students and counselors to align course selection with student goals. Additionally, high school teachers receive rosters of identified gifted students, along with a list of common gifted characteristics and recommended instructional strategies to support differentiated instruction.

AIG teachers also play a crucial role in supporting twice-exceptional students. When needed, they are invited to Individualized Education Program (IEP) and 504 meetings to ensure the appropriate integration of AIG services. The ALS team partners with the Counseling and Student Support (CaSS), 504 Plan Team, and Exceptional Children (EC) teams at the central office level to provide supports and resources to school teams in identifying and serving twice-exceptional students.

Ideas for Strengthening the Standard:

- The ALS team will create and distribute family-friendly resources outlining the Gifted Identification Opportunities (GIOs) within WCPSS
 - Individual Student Profiles (ISPs) will include information about gifted identification as well as other exceptionalities and/or related services (i.e., IEP/504 status, ML status, etc.).
 - The ALS team will continue to partner with the English as a Second Language(ESL), Exceptional Children (EC), Counseling and Student Services (CaSS), and the 504 Plan teams to ensure all essential partners understand the unique needs of twice-exceptional and multilingual students.
- ~~● Intensify efforts to identify students from under-represented populations throughout the district through a clear, equitable identification process:~~
 - ~~● Expand the partnership with these departments: Office of Equity Affairs, Special Education, English as a Second Language, Core Academics, etc. to jointly develop and communicate expectations for equitable representation within AIG.~~
 - ~~● A variety of communication pieces to describe the gifted identification opportunities for students to be formally identified in the AIG program will be created and implemented, shared with administrators, schools and parents/guardians.~~

- ~~The WCPSS ALS Team department will work with SBCGEs across the LEA to ensure consistent, efficient, and effective documentation processes for all AIG students.~~
- ~~Each SBCGE will continue to improve upon communication with parents/guardians throughout the entirety of the identification process.~~
- ~~Identification documents and the AIG plan will be shared with parents/guardians in an accessible format.~~
- ~~AIG teachers will hold parent/guardians information sessions to discuss the AIG program, services, and identification procedures.~~
- ~~The Advanced Learning Services team will continue to develop working relationships with WCPSS' Family Academy to provide family information sessions for multilingual learner families.~~

Sources of Evidence:

- Documentation from SBCGE
- Parent/Guardian Checklist
- Teacher Checklist
- Gifted Identification Opportunity Specifics
- Assessment Protocols
- Minutes from interdepartmental meetings (e.g., behavioral health collaborative, AEG EECC)
- ALL revised documents and Web Pages for WCPSS AIG Program
- AIG Program Family Guide and AIG Program Family Brochure
- Individual Student Profile (ISP)
- AIG Service Delivery Plan for schools
- Presentations: AIG Program Parent/Guardian Presentation and Explorers Presentations
- DEPs
- Local Norming Data

Standard 2: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response:

The AIG Service Delivery Plan drives the services offered at each school. Options offered by individual school plans should include cluster grouping, in-class flexible grouping within grade level, curriculum compacting, differentiated instructional units, and content differentiation. These services allow highly capable and gifted students optimal learning opportunities. AIG services will be provided as direct and indirect services as outlined in Standard 3 and the AIG program schoolwide.

To ensure that the needs of gifted learners are met through comprehensive and differentiated services, WCPSS commits to:

- ~~Implement the Third Grade Explorers Model to provide opportunities for all third grade students to exhibit gifted behaviors and to nurture & develop those behaviors among students across all ethnic, geographic, and socioeconomic groups.~~
- Provide specific pull-out and/or push-in services in core subject areas for AG, IG, and AIG students.
- Serve gifted students and Talent Development Developed students together through pull-out and/or push-in services.
- Provide services for AG, IG, and AIG students that focus on the academic and social-emotional development of all gifted learners.
- Provide access to for all AIG teachers, classroom teachers, specialists, counselors, and other relevant stakeholders Essential Partners to information on the AIG Service Delivery Plan and/or DEPs.

All identified gifted students (AG, IG, and AIG) and Talent Development Developed students receive content-specific instruction, critical thinking, and project-based learning opportunities that align with NCSCOS standards for reading and/or math. This is differentiated by student

need determined through the analysis of multiple points of data. Student identification will determine which content area—reading and/or math—they are served.

Elementary School

All 3rd-5th grade identified gifted students and Talent **Development** **Developed** students will be served directly by a licensed AIG teacher a minimum of 45 minutes per week per identified subject area (reading and/or math). AIG teachers will provide indirect services through consultation and collaboration with grade-level and content-specific **PLTs** **PLCs** to provide identified gifted and Talent **Development** **Developed** students differentiated learning opportunities in their identified area(s) of need (reading and/or math).

Middle School

Identified students in grades 6-8 will be served directly by a licensed AIG teacher a minimum of **once per quarter (a minimum of 4 times a year)** per identified subject area (reading and/or math). Talent **Development** **Developed** students in grades 6-8 may be served alongside their identified peers or through consultative services. AIG teachers will provide indirect services through consultation and collaboration with grade-level and content-specific **PLTs** **PLCs** to provide identified gifted and Talent **Development** **Developed** students differentiated learning opportunities in their identified area(s) of need (reading and/or math).

Coordinating Teachers from the ALS team will support middle school AIG teachers in advocating and addressing future-ready skills and experiences for middle school students. This work will include career visits, guest speakers from the community, as well as college/university trips. Additionally, middle school AIG teachers, with the support of the ALS CTs, will work with middle school students to plan activities and experiences aligned to their interests as outlined in career inventories/surveys.

High School

The ALS High School Coordinator works with all high schools using a tiered model. This support includes class-specific meetings with AIG students and/or Deans every nine weeks. Meeting with AIG students at designated schools includes goal setting, teaching of instructional strategies and critical thinking skills, developing social & emotional strategies, and developing post-secondary plans. **Students** then connect their current courses to their post-secondary plans.

In designated schools, the High School Coordinator conducts data chats that include **student trajectory mapping; students accessing advanced courses; and increasing access to acceleration opportunities such as AP, IB, CCP, and Honors.**

The High School Coordinator conducts post-secondary consultations that focus on:

- College and Career Readiness

- Goal Setting with AIG Students
- Back-on-track for students off cohort
- Supporting Governor's School **applicants**/Governor's School **workshops**

The ALS High School Coordinator will also support an advanced learning student high school advisory council. This group of gifted identified students will serve in leadership roles that enhance the work of the Advanced Learning Services. In addition to providing valuable feedback for gifted and advanced learning programming within WCPSS, the students on this council will help to spread awareness of programs and initiatives to other high school students. Gifted identified students wishing to serve on this council will apply to be considered. Representation from each area/region of WCPSS will be represented.

Achievers

~~Title I Funded schools, and those schools with low gifted identification and participation, will be provided with a roster of students that are considered Achievers (separate from the Local Norming process). These students will receive additional services that address reading, math, and expose students to critical thinking skills to leverage future access to gifted opportunities.~~

Schools with historically low numbers of identified gifted students will be provided with a roster of students who are not identified as gifted or Talent Developed. These students are considered Achievers. These students will receive support from the AIG teacher in the area of reading, math, and/or critical thinking and problem-solving skills to enhance the students' ability to grow as learners and access future opportunities.

Practice B

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

District Response:

~~The unique social-emotional needs of gifted students require dedicated attention from educators and parents/guardians. The Advanced Learning Services staff recognizes these needs and will provide additional training to discuss the social and emotional needs of gifted students. The AIG Program recognizes the importance of communication and collaboration between staff members, parents/guardians, and others in order to provide appropriate, culturally responsive social and emotional support to identified gifted students.~~

District-Level:

- ~~Advanced Learning Staff will collaborate with the Office of Equity Affairs, Student Support Services, Exceptional Children Service Staff, English Language Learners, and other departments around social and emotional strategies for gifted students, as well as~~

these participating in the Talent Development model, through Behavioral Collaborative subcommittees:

- The ALS staff regularly plan with the Counseling and Student Services (CASS) department to communicate with the public on ways to meet gifted students' social and emotional needs. These collaborative relationships will yield resources for use with students.

School-Level:

- AIG teachers work in collaboration with counselors and student support services staff to develop and implement resources, procedures, processes, and strategies that enhance the quality of social and emotional support for gifted students aligned to district practices.
- The SBCGE at each school will meet regularly to discuss the social-emotional needs of gifted students and other advanced learners participating in the Talent Development program to determine strategies to meet those students' needs.
- SBCGEs will utilize information from the Behavioral Health Needs Assessment to develop appropriate strategies and support for gifted learners.
- Identified eighth graders will participate in an interest survey to determine their social, emotional, and academic needs in the transition to high school. The results of this survey are used to help guide course selection for core and elective classwork to better align high school schedules with student plans, goals, and interests.
- School counselors, school psychologists, and other school-based mental health providers are provided with resources to support the social and emotional needs of gifted learners. Resources regarding specific SEL needs of gifted learners will be used in conjunction with core behavioral health and social-emotional supports to ensure that SEL and behavioral needs are being met for all gifted learners.
- AIG staff will serve as support as needed for students, parents/guardians, and school staff in regards to these special issues. AIG staff will integrate social and emotional learning concepts and strategies into their gifted service-delivery plans.
 - An example might be extending core lessons from a curriculum such as Second Step to address the specific SEL needs of gifted learners.

The unique social-emotional needs of gifted students require dedicated attention from educators and parents/guardians. The Advanced Learning Services staff recognizes these needs and provides additional training to discuss the social and emotional needs of gifted students. The AIG Program recognizes the importance of communication and collaboration between staff members, parents/guardians, and others in order to provide appropriate, culturally responsive social and emotional support to identified gifted students.

District-Level:

- Members of the ALS team will collaborate with existing departments—such as Counseling and Student Services (CaSS) and Behavioral Health—to ensure gifted specialists have necessary tools and resources to support the social-emotional needs of gifted learners.

- The ALS team provides professional learning for AIG teachers as well as other essential partners that focus on the unique social-emotional needs of gifted learners. Such topics include: perfectionism, asynchronous development, emotional intensity, and other relevant topics.
- The ALS team collaborates with members of the Counseling and Student Services (CaSS) team to support the integration and adaptation of the district-provided SEL curriculum in the AIG classroom.
- Asynchronous resources (e.g., SEL One Stop Shop) have been created so that school-based teams can access resources specific to the social-emotional needs of gifted learners.
- The Advanced Learning Services team embeds SEL into their Canvas courses for students such as SSA asynchronous courses, the High School Advanced Learning Services Canvas course for students, and courses created by AIG teachers.

School-Level:

- AIG teachers work in collaboration with counselors and student support services staff to develop and implement resources, procedures, processes, and strategies that enhance the quality of social and emotional support for gifted students aligned to district practices.
- The SBCGE at each school will meet regularly to discuss the social-emotional needs of gifted students and Talent Developed students. During these scheduled monthly meetings, the SBCGE will determine strategies to meet students' social emotional needs.
- SBCGEs will utilize information from the Behavioral Health Needs Assessment to develop appropriate strategies and support for gifted learners.
- Identified eighth-graders will participate in an interest survey to determine their social, emotional, and academic needs in the transition to high school. The results of this survey are used to help guide course selection for core and elective classwork to better align high school schedules with student plans, goals, and interests.
- School counselors, school psychologists, and other school-based mental health providers are provided with resources to support the social and emotional needs of gifted learners. Resources regarding specific SEL needs of gifted learners will be used in conjunction with core behavioral health and social emotional supports to ensure that SEL and behavioral needs are being met for all gifted learners.
- AIG staff will serve as support as needed for students, parents/guardians, and school staff in regards to these special issues. AIG staff will integrate social and emotional learning concepts and strategies into their gifted service delivery plans.
 - An example might be extending core lessons from a curriculum such as Second Step to address the specific SEL needs of gifted learners.

Specific Services for Social-Emotional Support:

WCPSS schools have implemented a district-provided curriculum for social-emotional learning. Students are provided with direct lessons/instruction with this curriculum. Gifted learners receive

said SEL support alongside their classmates.

For gifted students (K-8), AIG teachers work with their student support team (i.e., counselors, psychologists, social workers) to integrate the district-provided curriculum in the AIG classroom.

The ALS High School Coordinator works directly with gifted students at partner high schools. This work consists of goal-setting, course planning, and other **student needs**, including social-emotional support as appropriate.

Practice C

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

District Response:

WCPSS maintains that:

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while ~~we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.~~ the ability to predict achievement based on socioeconomic status, race, and ethnicity will be eliminated.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to the success of all students.
- AIG Program and services further ~~enrich and~~ extend **the** NC Standard Course of Study and support the WCPSS Strategic Plan and Core Beliefs.

AIG service planning aligns, integrates, and connects with the broader instructional programming and resources within WCPSS so that all gifted learners, identified or not, will have their academic and social-emotional needs met across all domains. WCPSS recognizes that gifted learners are gifted all day, every day. Gifted services should not end because the AIG teacher is not present. The ALS **Team department** and AIG teachers seek collaboration amongst WCPSS departments to ensure the needs of gifted learners are considered when policy and practice decisions are being made. The ALS **Team department** will maintain active representation in a diverse array of district work groups to provide advocacy for gifted education.

At the school level, AIG teachers will develop and facilitate the School-Based Committee for Gifted Education. The role of the SBCGE is to support all aspects of gifted programming, from introduction of universally available **enrichment extension and acceleration** opportunities to the identification and service of gifted students. The AIG teacher will seek input and collaboration from various building-level **stakeholders Essential Partners** such as administrators, core teachers, and specialists. By building these relationships, the AIG teacher will gather knowledge

of available resources and district/building initiatives and understand the place AIG services fit within these systems.

- The Advanced Learning Services team will collaborate with other departments in WCPSS to ensure collaboration and alignment between AIG and other instructional programs and practices.
- Members of the department will serve on various committees throughout the district to maintain representation across disciplines and practices. Some examples of this collaboration include having an ongoing, working relationship with the following departments: ~~MTSS, Behavioral Health, content specific departments (i.e., math, reading), and intervention.~~ Academics, K-12 Academic Enhancement and Behavioral Health. These relationships ensure that the needs of gifted learners, identified or not, are met throughout their school careers.
- ~~Additionally, the ALS department seeks to embed higher order, critical thinking opportunities within the core curriculum. Partnerships throughout the LEA should bolster these efforts.~~
- The Advanced Learning Services team houses differentiated and extended lessons in a digital storage format (AIG Headquarters).
- WCPSS provides differentiated and extended lessons ~~through GMAPP~~ and K-2 Science Lessons. ~~The ALS Team seeks to embed higher order, critical thinking opportunities within the core curriculum. Partnerships throughout the LEA should bolster these efforts.~~

Practice D

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

District Response:

The procedures for grouping of gifted students and high achieving students are aligned to the instructional practices used in WCPSS classrooms that support the use of evidence-based and research-based practices. The practices of this plan are also aligned to the North Carolina Academically or Intellectually Gifted program standards. AIG teachers are also expected to participate in data-based conversations.

From Policy Code: 3130 Grouping for Instruction

All students are expected to meet state and local academic performance standards. The Wake County Board of Education acknowledges that flexible grouping is generally used as one means of meeting the educational goals of the board. Flexible grouping should be used as a tool that provides maximum opportunity for student learning and that is responsive to student needs based on academic performance. Grouping practices provide teachers and students with a specific space and time to individualize instruction and learning. The board also acknowledges that students may differ in the amount of time needed or in the instructional methodology that will best assist them in learning the

curriculum. All students who participate in flexible grouping, outside of core instruction, should return to core instruction as quickly as possible to maximize learning.

Race or sex discrimination will not be tolerated in grouping practices. If the practice of homogeneous grouping materially affects diversity, the person proposing such grouping must demonstrate that the benefits of homogenous grouping clearly outweigh the benefits of meeting the board's educational goals of diversity.

The AIG Program supports the appropriate use of accelerative and grouping practices and differentiated curriculum and instruction. AIG program staff at the district and school levels will support the infusion of gifted programming best practices through discussions, models, and teaching practices. Ongoing formal and informal assessment data will be used to flexibly group students in order to focus on the instructional needs of all students. The AIG teacher will be a resource to classroom teachers in order to differentiate for the needs of the gifted identified students, as well as students with advanced learning needs.

AIG teachers should work within current teaming structures in their buildings (i.e., grade-level ~~PLTs~~ PLCs or MTSS teams) to discuss, plan, and design appropriate, flexible grouping strategies that are based on student needs as evidenced by ongoing data collection and analysis. By engaging in ongoing data analysis in ~~PLTs~~ PLCs, SBCGE, or other existing teaming structures, the AIG teacher and the SBCGE can identify areas of improvement in grouping strategies based on schoolwide achievement and growth data.

Practice E

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

District Response:

To ensure clear and consistent communication with all ~~stakeholders~~ Essential Partners, the office of Advanced Learning Services will develop a presentation to disseminate information regarding ~~all services provided by the AIG teacher. This will include but is not limited to: AIG services for identified and talent developed students, Achievers, direct and indirect support, consultation and collaboration etc. AIG services.~~ AIG teachers inform ~~stakeholders~~ Essential Partners about the delivery of differentiated services and instruction for all gifted ~~students, as well as students participating in the Nurturing and Talent Development program.~~ and talent developed students.

The AIG teacher meets with ~~PLT~~ PLC teams and administration to review Differentiated Education Plans (DEPs) at the start of each year and review Differentiated Course Plans (DCPs) at the beginning of each quarter to align lessons with the classroom teachers' curriculum. AIG teachers will utilize a variety of methods such as school websites, newsletters, etc. to communicate all facets of the AIG program to ~~stakeholders~~ Essential Partners at each

school site. The office of Advanced Learning Services provides information about the WCPSS AIG Program on the district website.

Practice F

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

District Response:

~~Advanced Learning Services staff will participate in principals' meetings, Area Superintendents' meetings, and Instructional Facilitators' meetings to provide information about goals and service delivery expectations outlined in the district's AIG Program Plan. Advanced Learning Services will facilitate a meeting each spring between feeder schools. The collaboration will take place between elementary and middle school AIG teachers and counselors to determine the best needs and course plans for advanced learners. Collaboration between the middle school AIG teacher and high school counselors will take place. A transition meeting will take place between middle school AIG teachers and high school counselors to support eighth-grade advanced learners entering high school. The ALS department will collaborate with the Counseling and Student Services department to continue to strengthen the process and procedure for supporting gifted students in their transitions at key points in their educational careers.~~

~~AIG Teachers will discuss the following:~~

- ~~•Needs of each identified AIG student (social/emotional, academic strengths and weaknesses, accelerative needs, etc..)~~
- ~~•Other students who need to be monitored and considered for referral at the receiving school. These students may include but are not limited to those participating in the Talent Development program. They may include students from under-represented populations who are demonstrating gifted behaviors and high growth.~~
- ~~•Students who are participating in Single Subject Acceleration. In addition, eighth-grade students entering high school will be administered interest/strength inventory to advocate for course placement and course choices for advanced learners.~~

~~All AIG Teachers update and include gifted folders with the cumulative folders during the fourth quarter to ensure that they are sent to feeder schools.~~

Transition

Advanced Learning Services will facilitate a meeting each spring between feeder schools. The collaboration will take place between elementary and middle school AIG teachers and middle school AIG teachers to high school counselors and/or Deans to determine the best needs and course plans for advanced learners.

AIG Teachers will discuss the following:

- Needs of each identified AIG student (social/emotional, academic strengths and weaknesses, accelerative needs, etc)
- Students who need to be monitored and considered for referral at the receiving school. These students may include but are not limited to Talent Developed students.
- Students who have participated in an acceleration opportunity (I.e. Single Subject Acceleration, CDM).

All AIG Teachers update and include gifted folders with the cumulative folders during the fourth quarter to ensure that they are sent to feeder schools.

Elementary School

Elementary school AIG teachers host transition meetings for 5th-grade AIG students, during which students and parents are educated on the various acceleration opportunities in middle school.

Middle School

Middle School AIG teachers host transition meetings for 8th-grade AIG students, during which students and parents are educated on the various acceleration opportunities in high school.

High School

High school students can meet with the ALS High School coordinator to help with college application completion, resume help, or developing post-secondary plans.

Acceleration

The Advanced Learning Services Team provides ongoing support to students who have accelerated to ensure they continue with their recommended pathways for advanced courses as they transition from elementary to middle and then from middle school to high school.

Practice G

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

District Response:

~~The WCPSS AIG Program will create a system of checks and balances for consistent implementation of accelerative practices throughout the entire school district for program fidelity and equity of access. To create a culture of respect for gifted students and programming with the understanding that strategies and skills best for gifted learners can benefit all learners.~~

~~Under local policy and state law, maintain the ability to build programming services for individual students as needed.~~

~~Staff will ensure that students with demonstrated and documented need for acceleration receive academic opportunities to proceed more rapidly through the usual progression of required skills and objectives for a given grade level or course of study. Through accelerative practices, students have the opportunity to work above the assigned grade level and complete studies at an earlier age when deemed appropriate.~~

The WCPSS AIG Program will create a system of checks and balances for consistent implementation of accelerative practices throughout the entire school district while seeking to expand excellence of all students.

To ensure comprehensive services that address the academic and intellectual needs of gifted learners across all grade levels and learning environments, students have the opportunity to participate in accelerative opportunities.

The Advanced Learning Services team supports access to **these** opportunities, such as AP, IB, and Career and College Promise, by offering Acceleration Nights for students and families. Additionally, the ALS team provides professional learning opportunities for middle school AIG teachers that focus on the policies and practices for accelerated opportunities in middle school and high school. Part of this professional learning includes understanding the differences between AP, IB, and CCP as means of earning college credits while enrolled in high school. The Advanced Learning Services team collaborates with deans and counselors at the middle and high school level to leverage access to dual credit opportunities.

The ALS High School Coordinator works with the CCP Coordinator, to identify students for CCP and course enrollment at institutions of higher education.

District-wide Differentiated Learning Opportunities

Teachers in WCPSS are trained using effective teaching strategies to assist in meeting student needs within the classroom in order to provide differentiated opportunities for all learners.

Framework for Accelerative Practices

There are two categories for acceleration: Content-based and Grade-based. The distinguishing feature between the two categories is whether the accelerative intervention shortens the number of years that a student spends in the K-12 system. See WCPSS Board Policy **Code 3422**: Access to Academic Rigor and Acceleration for additional information.

Acceleration Opportunities

Math Acceleration Opportunities: K-8 math **enrichment extension** lessons and opportunities are available to support instruction as outlined in **HB986 SB500**. In middle school and beyond, students are placed in the "advanced" math class (Math 6 Plus, Math 7 Plus or Math 1 depending on the grade). According to **HB986 SB500**, students who score a Level 5 on the EOG must be placed in an advanced math course. Requests for higher placement (without skipping content) will be reviewed by the school based-review team. The parent/guardian has the right to participate in this process.

International Baccalaureate: (IB) courses follow a curriculum created by the International Baccalaureate Organization (IBO), a non-profit educational foundation located in Cardiff, Wales. Students can take individual IB classes and earn a certificate of completion for each class (with a score of 4 or higher on the corresponding IB exam) or can be IB diploma students, which is a 2-year program for juniors and seniors. Students who decide to pursue an IB diploma must complete a specific set of criteria. Students with an International Baccalaureate Diploma can gain admission and/or advanced credit at universities around the world. To access IB programmes, students must apply to the specific IB magnet school they wish to attend.

Credit by Demonstrated Mastery: All WCPSS students in middle school and high school have the option to apply for CDM during the state's designated application window. Students will turn in a CDM application, for up to three total courses, to their school's Student Services office. Students may earn high school credit for specified courses without spending a set number of hours taking the course in a classroom. Under the state's Credit by Demonstrated Mastery (CDM) option, uniquely qualified students may "test out" or bypass a course if they have already mastered the content. The program provides another opportunity for students to learn new content, to challenge themselves with the next level of rigor in a subject, and even graduate early.

Students in WCPSS schools are offered the opportunity to earn college credits through several partnerships. High school students can earn college credit while in high school. Some high school students enter their first year of college with enough credits to be college sophomores. Some of these opportunities include:

- **College and Career Promise:** Through Career and College Promise (CCP), qualified students in North Carolina have the opportunity to pursue classes at community colleges tuition free while they are in high school, allowing them to get a jumpstart on their workplace and college preparation. CCP provides three pathways to help advance eligible students' success beyond high school.
 - College Transfer pathways provide tuition-free course credits toward the Associate in Arts, Associate in Science or Associate in Engineering degrees which will transfer seamlessly to any public or participating private college or university.
 - Technical Careers pathways earn tuition-free course credits at an NC community college toward a job credential, certificate or diploma in a technical career.
 - Cooperative Innovative High Schools offer tuition-free college credits for high school students who attend one of these schools.

- **Advanced Placement (AP):** The purpose of the Advanced Placement (AP) program is to offer college-level courses to high school students. Administered by the College Board, the AP program includes both courses as well as a testing program that colleges and universities may utilize to grant credit to students who have performed well on AP examinations.
- **Articulation Agreements:** The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. This provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) programs of study. The Local Articulation Agreement allows students to receive community college course credit for completion of identified Career and Technical Education (CTE) courses taken in high school.
- **Dual Credit Enrollment:** To support high school students earning college credit while in high school through Career and College Promise, NCDPI has determined dual credit enrollment allowances for courses included in the Universal General Education Transfer Component (UGETC) of the Comprehensive Articulation Agreement (CAA). UGETC courses will transfer for equivalency credit from NC Community Colleges to UNC Institutions. Students who enroll in and pass these college courses also will receive high school course credit based on the Dual Credit Enrollment Allowances for Career & College Promise document.

Cooperative Innovative High Schools (CIHS) are high schools that partner with local universities and community colleges to expand the students' opportunities for educational success through high quality instructional programming. Students have the opportunity to apply for the following schools through the Early College Application Process. The application includes a student-written essay for each school, recommendations from the ELA teacher, the math teacher and a school administrator or school counselor, plus two years of prior grades, current grades, and two years of prior standardized test scores. Students that are enrolled in CIHS programs may earn tuition-free college credits. Current CIHS programs in WCPSS include:

- **Wake Early College of Health and Sciences:** The Wake STEM Early College High School is a joint project between the Wake County Public School System and N.C. State University. STEM stands for science, technology, engineering, and mathematics. This is the school's theme, along with its designation as an Early College High School. Exploration of the Grand Challenges for Engineering is a common instructional focus that will extend through various courses.
- **Wake STEM Early College High School:** These schools are separate academies on different campuses, but share the same program and philosophy. The program starts at sixth grade and continues as a blended high school and college experience. These small, single-gender academies develop each student as a leader and a learner. Themes of empowerment, innovation and collaboration are integrated in academic and extracurricular opportunities that result in each student's scholarship, service and success.
- **Wake Young Women's and Young Men's Leadership Academies:** These schools are separate academies on different campuses, but share the same program and

philosophy. The program starts at sixth grade and continues as a blended high school and college experience. These small, single-gender academies develop each student as a leader and a learner. Themes of empowerment, innovation and collaboration are integrated in academic and extracurricular opportunities that result in each student's scholarship, service and success.

- *Vernon Malone College and Career Academy*: This school is a collaborative endeavor with Wake Tech and Wake County Government. Students can complete studies in one of the eight programs as part of their graduation credits. The school offers Biopharmaceutical Technology, Collision Repair, Cosmetology, Multi-Trades Technology, Nurse Aide, Simulation and Game Development, and Welding. Through an academic foundation paired with career-informed courses and work-based learning experiences, graduates may continue to a four-year university, or apply their earned credits towards an AAS degree, certificate or diploma program at Wake Tech.
- *North Wake College and Career Academy*: This school is a collaborative endeavor with Wake Tech. Students can complete studies in one of five programs as part of their graduation credits. The school offers Culinary, Hospitality, IT/Tech Support, Early Childhood Education and Emergency Medical Services. Through an academic foundation paired with career-informed courses and work-based learning experiences, graduates may continue to a four-year university, or apply their earned credits towards an AAS degree, certificate or diploma program at Wake Tech.
- *Wake Early College of Information and Biotechnologies*: This school collaborates with Wake Tech's Research Triangle Park campus to offer course work in four specific program areas: Network Management, Computer Programming, Cybersecurity, and Biotechnology. Students will graduate with a high school diploma and credits towards their AAS degree, with the potential to earn enough credits to graduate with an Applied Science degree. Wake Early College of Information and Biotechnologies will partner with RTP business to provide students with real-world work experience in these high-demand fields.

North Carolina High School Diploma Endorsements: Each high school student in WCPSS has the opportunity to earn one or more endorsements on their high school diploma. These endorsements include:

- Career Endorsement: Indicates a rigorous course of study within a CTE concentration
- College Endorsement: Indicates that a student is ready for community college entrance
- College/UNC Endorsement: Indicates a student is ready for acceptance into a four-year university (within the UNC system)
- NC Academic Scholars Endorsement: Indicates a student completed a balanced and rigorous academic course of study which prepares students for post-secondary education
- Global Languages: Proficiency in one or more languages in addition to English

Whole Grade Advancement (WGA): Students are nominated by either the SBCGE or parents/guardians to potentially skip a grade. The process includes a systematic review of data which looks at academic achievement, ability, and social-emotional readiness.

Single Subject Acceleration (SSA): All WCPSS students have the opportunity to take an SSA test to skip the next grade in a single subject. Parents/guardians submit a request for their student(s) to take the SSA test for a single subject (math or ELA). These tests are based on end-of-the-year mastery of the grade the student wishes to skip (e.g., a third grader wishing to skip fourth grade math would take the fourth grade SSA test). *Single Subject Acceleration testing takes place during two separate testing windows. Newly enrolled and attending 1st-7th-grade students will have two weeks from their date of enrollment or before the end of the 1st quarter, whichever comes first, to take the SSA assessment outside of the Spring Testing window. The spring testing window is for all WCPSS students in kindergarten through 7th grade.*

Early Kindergarten Entry (EKE): A child who turns four-years-old on or before April 16th of the current school year can apply for EKE for the following school year. A candidate for EKE must show advanced development intellectual, academic, and social-emotional maturity, in addition to an interest in learning. Parents/guardians download an application and provide testing information for a student to be eligible. Candidates must score at the 98th percentile or higher for both academic and intellectual testing, as well as demonstrating kindergarten readiness through a school-based observation. Psychological testing is provided by the family of the candidate. The Advanced Learning Services staff have partnered with the NC State University Psychoeducational Clinic and the NCSU Department of Psychology to offer free or reduced priced evaluations to qualifying families to help with the burden of cost.

Practice H

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

District Response:

WCPSS cultivates and develops the potential of K-2 students with early intervention and talent development opportunities through purposeful and intentional programming via our K-2 science curriculum; achievers, nurturing program, talent development program and more. These programs and curriculum allow us to foster the creativity, curiosity, and critical thinking of our students while providing authentic opportunities that strengthen students' communication, collaboration, and leadership.

The following opportunities intentionally address the academic, intellectual, social and emotional needs of young students.

- Increase access and opportunity ~~to underrepresented populations by exposure to higher-level thinking~~ by expanding excellence to develop higher-order thinking skills.
- Nurture high potential among students across all ~~ethnic, geographic, and socioeconomic~~ groups.

- ~~Strengthen the Third Grade Explorers Model to provide opportunities for all third-grade students exhibiting gifted behaviors and to nurture those behaviors among students across all ethnic, geographic, and socioeconomic groups.~~
- Provide tools to assist principals and AIG teachers to incorporate **equity Expanding Excellence** representation goals and action plans into their school improvement plans.
- Continue to expand the partnership with these departments: Office of Equity Affairs, Special Education, English as a Second Language, Elementary Education, Middle School Education, etc. to jointly develop and communicate expectations for equitable representation within AIG.
- Include representatives from ESL/EL and Special Education in all SBCGEs when appropriate in talent search efforts.
- Advanced Learning Services will hire AIG High School Coordinators to help support gifted and Talent **Development Developed** high school students with course selection, access to extracurriculars, SEL support, and self-advocacy.

Talent Development

~~A Talent Development model will be implemented at each elementary and middle school. Talent Development students are defined by being high performing students that show the potential for gifted identification and/or that have high performing characteristics as outlined in the referral process. While building the Talent Development population, the schoolwide demographic population must be analyzed to ensure the district entry criteria is being adhered to. Other school data should be considered when placing students in the Talent Development program. Students who are in the Talent Development program are served at the same time as identified gifted students in an area where there is an indication of high performing skills.~~

~~Participation in the Talent Development Program will depend upon various factors and multiple data points determined by the School-Based Committee for Gifted Education. A Talent Development Plan and tracking document will be developed for the students who participate to allow for documentation of participation in the program. Throughout the school year, the SBCGE committee will examine available data for each student in Talent Development to determine if gifted identification is appropriate.~~

A Talent Development model is implemented at each elementary and middle school in grades 3-8. Talent Developed students are defined by being high performing students that show the potential for gifted identification and/or that have high performing characteristics as outlined in the referral process. Students who are Talent Developed are served at the same time as identified gifted students in an area where there is an indication of high performing skills.

Talent Developed students' participation will depend upon various factors and multiple data points determined by the School-Based Committee for Gifted Education. A Talent Development Plan and tracking document will be developed for the students who participate to allow for documentation of participation. Throughout the school year, the SBCGE committee will examine

available data for each Talent Developed student to determine if gifted identification is appropriate.

K-2 Science Nurturing

K-2 students will be nurtured by the implementation of the K-2 Science Nurturing Project (science lessons infused with Habits of Mind elements).

- Consultation and collaboration between AIG teachers, who are trained in recognizing gifted behaviors, and classroom teachers, to identify advanced learning potential.
- Differentiated curriculum and instruction resources are provided to regular education teachers.
- All K-2 classroom teachers use the K-2 Science Nurturing lessons that are developed to challenge high-end learners and allow teachers to observe and document student responses that indicate potential AIG characteristics. The lessons also foster creativity, curiosity, and critical thinking using the habits of mind protocols.

Achievers

Achievers supports students who are not identified but would benefit from being exposed to higher order thinking opportunities provided outside the regular classroom setting.

AIG High School Coordinator

The AIG High School Coordinator works with priority partner high schools to proactively identify and support advanced and gifted learners who are historically underrepresented in gifted education. Partner high schools have lower numbers of gifted identified students and lower levels of participation in advanced coursework such as Honors, AP, IB, and dual enrollment.

Personnel Support

To ensure that educators are able to cultivate and develop potential the ALS team will:

- Provide tools to assist essential partners/instructional leaders (principals, AIG teachers, literacy coaches, instructional facilitators and more) to incorporate goals and action plans into their school improvement plans.
- Continue to expand the partnership with other WCPSS teams and departments to leverage access and opportunity
- Include a diverse range of essential partners on the SBCGE to ensure all student groups and needs are represented in talent search efforts.

Explorers Program

~~The Explorers Program will be implemented for all 3rd grade students during the first semester to expose these students to higher order and critical thinking skills. Data will be collected through work samples and observations to support potential gifted referrals.~~

W.A.K.E. Camp

~~WCPSS will also host an annual program for rising 3rd graders (W.A.K.E. We Accelerate Kids Every Day) that will help develop critical thinking skills through the use of multiple evidence-based practices. W.A.K.E. Camp will be offered to Title I funded schools in an effort to increase representation in gifted programming. Students are selected using benchmarking data and teacher/principal selection.~~

Practice I

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

District Response:

WCPSS has developed policies **and** practices to ensure the broadening of access to all advanced learners. The goal is to provide a variety of experiences and opportunities for students in grades 4-12 by:

- Increasing access and opportunity by expanding excellence to develop higher order-thinking skills.
- Nurturing high potential among students across all groups.

Achievers

Achievers supports students who are not identified but would benefit from being exposed to higher order thinking opportunities provided outside the regular classroom setting.

Talent Development:

A Talent Development model is implemented at each elementary and middle school in grades 3-8. Talent Developed students are defined by being high performing students that show the potential for gifted identification and/or that have high performing characteristics as outlined in the referral process.. Students who **are Talent Developed** are served at the same time as identified gifted students in an area where there is an indication of high performing skills.

Talent Developed students' participation will depend upon various factors and multiple data points determined by the School-Based Committee for Gifted Education. A Talent Development Plan and tracking document will be developed for the students who participate to allow for documentation of participation in the program. Throughout the school year, the SBCGE committee will examine available data for each Talent Developed student to determine if gifted identification is appropriate.

Increase Access

The ALS team makes intentional efforts to share presentations about accelerative learning opportunities. For example, the SSA Parent information presentation has been disseminated throughout the district to ensure all parents and essential partners have consistent information about the program and can apply. When sharing information, the team ensures that essential partners are aware that acceleration opportunities are for all students and not just those identified as gifted.

9-12 AIG

The AIG High School Coordinator works with priority partner high schools to proactively identify and support advanced and gifted learners. Partner high schools have lower numbers of gifted identified students and lower levels of participation in advanced coursework such as Honors, AP, IB, and dual enrollment.

The ALS team works with various WCPSS teams to promote broadening access and opportunity for 9-12 students, specifically in:

- Dual Enrollment/CCP
- AP
- IB
- Honors coursework
- Governor's School

This includes hosting acceleration nights for rising 9th graders from schools with low acceleration enrollment, Hosting College application labs,, ALS attendance at HS curriculum nights and working with the Community Access Liaison for Gifted Education to match students with community opportunities.

Personnel Support

To ensure that educators are able to cultivate and develop potential the ALS team will:

- Provide tools to assist essential partners/instructional leaders (principals, AIG teachers, literacy coaches, instructional facilitators and more) to incorporate goals and action plans into their school improvement plans.
- Continue to expand the partnership with other WCPSS teams and departments to leverage access and opportunity
- Include a diverse range of essential partners on the SBCGE to ensure all student groups and needs are represented in talent search efforts.
- Maintain AIG High School Coordinators to help support identified high school students with course selection, access to acceleration, enhancement, and extension opportunities, SEL support, and self-advocacy.

Practice

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

District Response:

The Advanced Learning Services department team encourages participation in extra-curricular programming acceleration, extension, and enrichment opportunities that enhance and develop the needs, talents, and interests of gifted students.

The Advanced Learning Services, in conjunction with the Counseling department, promotes and shares information regarding Governor's School. The ALS team meets with high school counselors each year to provide guidance and support for the application process. Students are guided through the Governor's School application process. Application materials are then submitted to a central services team, which consists of members from the following departments: World Languages, Arts, Mathematics, Literacy, and Curriculum and Instruction. This team utilizes a standard rubric to recommend candidates for Governor's School participation. The team then submits a list of qualifying students to DPI. The WCPSS Superintendent reviews a list of candidates and selects two additional students to attend Governor's School.

The ALS department collaborates with the counseling department to support high school counselors and deans as they help guide students through the Career and College Promise (CCP) process. Many students leaving middle school will want to explore CCP (Career & College Promise) at the high school level. CCP is a dual enrollment program designed to provide eligible NC High school students an opportunity to earn college credit while still in high school. We help them prepare for this opportunity at the high school level by first telling them about the opportunity and second by ensuring they complete some of the requirements prior to leaving middle school, such as providing opportunities for potential gifted identification in both reading and math.

ALS also provides information and resources that may be of interest to students, parents/guardians and schools regarding opportunities for enrichment within the school community and in conjunction with outside agencies. Each school provides different extra-curricular options based on local resources and interests. Some of these extra-curricular programs/activities may include, but are not limited to:

- Wake Partners for the Advancement of Gifted Education (PAGE)
- Science Olympiad
- Math Counts
- Geography Bee
- NC State Science House
- Robotics
- Lego League
- Wonder League
- Odyssey of the Mind
- National Junior Honor Society

- ~~National Honor Society~~
- ~~NC State SMILE Camps~~
- ~~Academic Summer Programs at area colleges and universities~~
- ~~Wake County division of SCRIPPS Spelling Bee~~
- ~~NAGC Resources~~

The Advanced Learning Services team collaborates with various WCPSS teams/departments, as well as building-level leadership, to expand access to Honors, AP, IB, and dual enrollment. This targeted and intentional support helps building-level staff to recognize advanced learning readiness in students typically not represented in those courses. Some examples of cross-departmental collaboration include but are not limited to:

- Counseling and Student Services
- Curriculum, Instruction, and Assessment
- Secondary regional support teams

ALS provides information and resources for students, parents/guardians, and schools about enrichment opportunities within the school community and through external agencies. To support this, the ALS team has established a Community Access Liaison who collaborates with community partners to connect students with extracurricular programs beyond the school day. Additionally, ALS encourages schools to offer enrichment options tailored to local resources and interests. A comprehensive list of K-12 enrichment opportunities is available on the WCPSS website under the [Enrichment Opportunities](#) section.

~~The ALS department will continue to advocate for additional extra-curricular activities and will provide parents/guardians/families with an updated digital list of resources available at schools and in the community. The Advanced Learning Services team will partner with local groups and organizations to highlight available resources and programs for gifted students and their families.~~

Rising 9th Grade Students

The ALS team will administer an interest survey to rising 9th graders that will help them with high school scheduling and map out their potential trajectory (courses, volunteer opportunities, and based on such interests).

9-12 Support

The Advanced Learning Services High School Coordinator connects students through the Learning Management System (LMS) for enrichment opportunities as well as internships throughout the school year

Ideas for Strengthening the Standard:

- Provide on-demand resources to support differentiated learning based on area of student identification (AG, IG, and AIG).
 - Continue to develop interest-based learning opportunities aligned to future-ready skills for gifted identified and Talent Developed secondary students
 - Collaborate with community partners and the Community Access Liaison for Gifted Learners (CALGL) to provide enrichment opportunities outside of school hours
-
- ~~● Provide differentiated learning opportunities based on identified areas of need for all gifted learners in WGPSS.~~
 - ~~● Provide access to AIG programming in a central, digital location that meets the needs of gifted learners in elementary, middle, and high school.~~
 - ~~● Provide tools to assist principals, AIG teachers, classroom teachers, and other school-based stakeholders Essential Partners to properly identify the needs of gifted learners based on area of identification (AG, IG, AIG).~~
 - ~~● The Advanced Learning Services staff will continue to work closely with school and community organizations to foster more consistent collaborative relationships, including scheduled parent/guardian/community meetings, staff training, collaboration with counselors, and student services staff.~~
 - ~~● The School-Based Committee for Gifted Education (SBCGE) at each school will discuss the social/emotional needs of gifted students (and other advanced learners) and determine strategies to meet those needs and challenges.~~
 - ~~● The Advanced Learning Services staff will maintain membership in various subcommittees of the Behavioral Collaborative to help determine where the social and emotional needs of gifted learners are addressed from a district policy level. These subcommittees include representation from various departments such as Academics, Exceptional Children, and Counseling, among others.~~
 - ~~● The Advanced Learning Services staff will create and recruit a team of various stakeholders Essential Partners (AIG teachers, classroom teachers, counselors, and administrators) to determine appropriate service delivery to meet the social and emotional needs of gifted learners.~~
 - ~~● Increase collaboration between the classroom teacher and the AIG teacher.~~
 - ~~● SBCGE team meets monthly to discuss instructional outcomes using a data-based problem-solving model.~~
 - ~~● AIG teacher and classroom teacher monitors the progress of students using a district-supported tracking system.~~
 - ~~● Schedules developed that support the implementation of quality instruction.~~
 - ~~● Research and provide extra-curricular programming, activities and informational resources for elementary and middle school.~~
 - ~~● Provide a smooth and knowledgeable transition between elementary to middle and middle to high schools.~~
 - ~~● AIG Teachers will effectively collaborate and communicate with each other to best meet the needs of advanced learners.~~

- ~~Expand Achievers to middle schools that feed into participating elementary schools.~~

Sources of Evidence:

- ~~AIG Equity Collaborative~~ Expanding Excellence Collaborative Committee Meeting Minutes
- AIG Plan
- Differentiated Education Plans
- AIG School Plan
- SBCGE Agendas/Minutes
- PLT Minutes
- Professional Development Agendas/Minutes
- Differentiated Education Plan
- ~~AIG Equity Collaborative team~~ Expanding Excellence Collaborative Committee agendas
- Professional Learning agendas and sign in sheets
- AIG Workbooks
- School Websites/newsletters
- WCPSS Website
- School Staff AIG Presentation Materials
- Notes from Transition Meetings between elementary to middle - middle to high
- Cumulative Record Files (yellow AIG file)
- SSA Rosters
- AIG Program Rosters
- 8th grade Interest Surveys
- Documentation from Early Kindergarten Entry and applicant data
- Whole Grade Advancement documents and data regarding recommendations decisions
- Advanced Placement student participation data
- Graduation data
- Dual Enrollment data
- Accelerative Practice data
- Talent Development Planning & Tracking
- ECATS: MTSS Checklists
- Programs and event updates to schools and disseminated at the school level
- Program flyers
- Documented contact with agencies and entities regarding existing opportunities and/or suggestions for new opportunities

Standard 3: Differentiated Curriculum and Instruction

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

Practice A

Adapts the NC Standard Course of Study (~~SCOS~~ NCSCOS) 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:

The WCPSS ALS Team expands excellence by providing diverse and effective instructional practices that extends, enriches, and accelerates learning opportunities based on ~~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.

The WCPSS ALS Team ~~department~~ strongly maintains that each gifted learner ~~provides~~ ~~possesses~~ unique educational and learning needs. Based on multiple data points collected and analyzed through the identification process, AIG teachers are able to help support all teachers and specialists in providing diverse and effective instructional practices to learners based on abilities, readiness, interests, and learning profiles.

Establishing district expectations around differentiation:

A goal of the ALS ~~Team~~ ~~department~~ is to select, adapt, and create differentiated, challenging, culturally responsive curricula to meet the needs of students with a variety of gifts and talents, whether identified for gifted service or not.

Gifted learners benefit from working with other students of similar abilities, needs, and interests. This is done through cluster grouping, gifted push-in/pull-out services, and interests-based grouping/activities.

On the district-level, the ALS Team provides support to AIG Teachers and essential partners in differentiating the NCSCOS by:

- Providing professional development opportunities to build AIG teachers' capacity in enriching and extending the NCSCOS for gifted learners. These opportunities are offered at district-wide PL days as well as asynchronously through the AIG Headquarters (digital resource for AIG teachers). Resources for curriculum extension and enrichment, such as NCDPI Advanced Learning Labs, are provided for all AIG teachers to use with classroom teachers when planning for core lessons.
- Implementing a train the trainer model where AIG teachers are provided with professional learning, which they in turn share with teachers at their school to plan

lessons with teachers and help them further differentiate instruction in their own classes. For example, modeling high-impact instructional strategies, higher-order thinking, and more for AIG teachers and allocating time for them to create and reflect on their lessons while receiving support from the ALS Team and other AIG teachers.

- Providing AIG teachers with curriculum examples of questions, scenarios, models, lessons, and more of varied depth and complexity that they can share with others to support and engage their students.
- Integrating high-impact instructional strategies and technology during professional development for AIG teachers to implement and share with the students they support.

On the school level, AIG teachers attend Professional Learning Committee meetings to provide support for classroom teachers with differentiating and extending the North Carolina Standard Course of Study at their school(s). This time is used for AIG teachers to plan with general education teachers and determine co-teaching models which support the needs of gifted learners. **Co-teaching**/collaborating with regular classroom teachers and other essential partners allows them to further support and provide instruction for AIG students by utilizing a variety of methods to differentiate the curriculum and instruction, such as, but not limited to:

- WCPSS Curriculum Resources for Extensions
 - WCPSS has created and/or vetted resources aligned to NCSCOS that extend students' learning.
- Higher Order Thinking Skills/Strategies, Webb's Depth of Knowledge; Depth and Complexity; Open-Ended Questions, Paideia/Socratic Seminars and more that **allow students to engage in discourse on deeper learning and share their thinking with like-minded peers.**
- **Menus, Learning Contracts, Passion Projects and Genius Hour offer students a choice and voice in their learning.**
- **PBL (Project-Based Learning and Problem-Based Learning) opportunities**
- **Modeling** and sharing differentiation (Content, Process, and Product) examples with other teachers at their school
- **Utilizing** guiding questions when meeting with teachers or PLC teams to assist with reflection on differentiation for AIG students. For example: What are the accelerative opportunities for AIG students at your school? What opportunities do AIG students have to expand upon their areas of interest and strengths? What opportunities do students have that challenge them or allow them to engage in productive struggle in order to develop their talent and potential.
- **Integrating** technology with high impact instructional strategies

9-12 Instructional Support:

The ALS team provides support to High School Teachers and essential partners who support advanced and high-achieving learners who are enrolled in accelerated course opportunities by:

- Collaboration with the NC Advanced Placement Partnership (NCAPP) to support AP instructors utilizing College Board-provided materials and instructional practices to elevate rigor in AP courses.

- The ALS team will partner with the NCAPP to provide WCPSS-specific AP Symposiums for WCPSS AP instructors.
- Providing resources and collaboration opportunities to high school teachers and essential partners who support Advanced Placement courses throughout the district to utilize during PLCs.
- Partnering with different teams in WCPSS Academics to align Honors-level curriculum and instruction to NCDPI and state legislation to ensure depth and complexity in these classes.
- Providing professional learning to High School teachers and essential partners on High-Impact Instructional strategies to implement in lessons in order to achieve compliance with NCDPI and NC State legislation.

~~AIG teachers utilize a variety of methods to differentiate the curriculum and instruction, such as, but not limited to:~~

- ~~● Paideia/Socratic seminars~~
- ~~● CMAPP math enrichment lessons~~
- ~~● Project-based learning~~
- ~~● Webb's Depth of Knowledge (DOK)~~
- ~~● Depth and Complexity~~
- ~~● Open Ended Questions~~
- ~~● Menus~~
- ~~● Learning Contracts~~
- ~~● Content, Process and Product~~

Additional opportunities to enrich, extend, and accelerate the NCSCOS and address student needs:

WCPSS offers gifted learners opportunities that enrich, extend, and accelerate the NCSCOS throughout the day. Some such opportunities include:

- Digital classrooms that offer blended learning in multiple subject areas
- Single Subject Acceleration
- Whole Grade Advancement
- Accelerated middle school math classes (6 Plus, 7 Plus, Math 1, and Math 2)
- Advanced Placement (AP) courses
- Credit by Demonstrated Mastery (CDM)
- International Baccalaureate (IB) diploma programme
- Participation in Career and College Promise (CCP) for 9th and 10th grade students

~~**Staff support in differentiation the NCSCOS:**~~

~~The ALS department provides professional development opportunities to build AIG teachers' capacity in enriching and extending the NCSCOS for gifted learners. These opportunities are~~

~~offered at district-wide PL days as well as asynchronously through the AIG Headquarters (digital resource for AIG teachers). Resources for curriculum extension and enrichment, such as NCDPI Advanced Learning Labs, are provided for all AIG teachers to use with classroom teachers when planning for core lessons.~~

~~AIG teachers are expected to attend grade-level and subject-level PLTs to establish a collaborative relationship. This time is used for AIG teachers to plan lessons with core teachers and determine co-teaching models which support the needs of gifted learners.~~

Practice B

AIG teachers should work within current teaming structures in their buildings (i.e., grade-level ~~PLTs~~ PLCs or MTSS teams)

District Response

WCPSS ALS maintains that gifted learners benefit most from diverse and effective instructional practices that match the needs of individual learners at all grade levels.

AIG teachers utilize multiple points of data through the referral and identification process to assess the need for differentiated instruction through gifted programming. This data helps inform the creation of the Differentiated Educational Plan (DEP). The DEP allows for school-based Essential Partners to view and respond to the needs of each identified gifted student.

AIG teachers provide direct instruction for identified and Talent Developed students in grades 3-8. Based on the number of identified gifted students at an individual school, the AIG teacher's schedule must be flexible to ensure all students are provided with instruction that meets their individual needs. Instruction and services are adjusted based on schoolwide data.

While not an exhaustive list, some strategies that are used by AIG teachers include:

- **Implementing** WCPSS high-impact instructional strategies, such as distributed summarizing, accountable talk/discourse techniques; advanced graphic organizers, writing across the content area; vocabulary instruction; activating thinking; formative assessments and visual supports; higher order thinking; scaffolding techniques; and effective questioning.
- **Utilizing** technology to implement blended learning
- Differentiating instruction using Bloom's Taxonomy, Webb's Depth of Knowledge, and the Depth and Complexity Icons
- Needs-based acceleration
- Academic enrichment
- Flexible grouping based on specific needs
- Paideia/Socratic Seminars
- Project-, problem-, and inquiry-based learning

- Level IV/differentiated opportunities in the core classroom

All of these strategies utilize evidence-based approaches to actively engage students, deepen their understanding, and enhance critical thinking skills.

To incorporate student interest that offer additional enrichment activities, independent projects, and experiential learning opportunities, the ALS Team created the Community Access Liaison for Gifted Education (CALGE). CALGE builds partnerships with existing community organizations for enrichment opportunities outside the school day for identified and talent developed students.

~~To help support classroom teachers and specialists, the WCPSS ALS department provides evidence-based resources and professional learning opportunities to all AIG teachers. AIG teachers lead their School-Based Committees for Gifted Education (SBGGEs) in critiquing and analyzing learning opportunities and instructional practices for their gifted learners, whether identified or not.~~

~~AIG teachers utilize multiple points of data through the referral and identification process to assess the need for differentiated instruction through gifted programming. This data helps inform the creation of the Differentiated Educational Plan (DEP). The DEP allows for school-based stakeholders to view and respond to the needs of each identified gifted student.~~

~~AIG teachers provide direct instruction for identified and Talent Development students in grades 4-8. Based on the number of identified gifted students at an individual school, the AIG teacher's schedule must be flexible to ensure all students are provided with instruction that meets their individual needs. Instruction and services are adjusted based on schoolwide data.~~

Practice C

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

District Response:

The WCPSS ALS **Team department** provides evidence-based resources to all AIG teachers as part of developing and maintaining rigorous instructional opportunities that enhance student learning. Available resources are periodically reviewed and distributed to AIG teachers throughout the district via professional learning days and specific school support. All updated and available instructional resources are housed digitally through the AIG Headquarters. Any hardcopy materials (books, printed materials, manipulatives, etc.) are sent directly to the schools for the AIG department professional library.

All resources are selected based on evidence-based practices that align with the goals of WCPSS ALS and that serve to differentiate, extend, and enrich the NCSCOS. **AIG Teachers and High School Honors Teachers** are implementing WCPSS high-impact instructional strategies, such as distributed summarizing, accountable talk/discourse techniques, advanced

graphic organizers, writing across the content area, vocabulary instruction, activating thinking, formative assessments and visual supports, higher order thinking, scaffolding techniques, and effective questioning—all of which utilize evidence-based approaches to actively engage students, deepen their understanding, and enhance critical thinking skills.

Evidence-based curricular resources used to address the academic and intellectual needs of AIG students include the following:

- WCPSS curriculum maps and blueprints for grades K-8 where extensions are embedded for classroom teachers to use for their identified, talent developed, and high achieving students. The ALS team reviews the district provided resources to ensure that these evidence-based instructional resources support the academic, intellectual, and social and emotional needs of advanced learners, as well as explicitly define enrichment, extension, and acceleration.
- Middle School AIG teachers have access to the Think Law curriculum as a resource for teaching students to think critically.
- The ALS team created AIG Headquarters for AIG programming, identification, acceleration and curricular resources. This resource is an access to all AIG teachers for their use and can be shared with other essential partners.

The ALS team is currently creating an AIG guidance document that AIG teachers can reference to further support students and teachers at their school when they are not receiving direct AIG services.

The ALS team will partner with various teams/departments to facilitate access to and provide resources to historically underrepresented groups that will support teachers, parents and students (for example, WCPSS ESL Team/ESL teachers to support English, MLL/Gifted Brief, Twice Exceptional). These resources can be shared within newsletters provided by the district.

The ALS team will partner with WCPSS Counseling and Student Services to assist in embedding Second Step, Coping Cat, and other SEL resources provided by NCDPI and the district for K-12 gifted learners.

For students in grades 9-12, the ALS team partners with the North Carolina Advanced Placement Partnership (NCAPP) to support evidence-based instructional practices for WCPSS AP Instructors. Some of the support provided through this partnership include funding for Advanced Placement Summer Institute, WCPSS AP Symposiums, and professional learning and support for the Advanced Placement Classroom as a resource to elevate depth, complexity, and rigor of AP courses.

~~Some examples of resources include, but are not limited to:~~

- ~~● Jacob's Ladder~~
- ~~● Zaccaro Math~~
- ~~● Singapore Math~~

- ~~Primary Education Thinking Skills (PETS)~~
- ~~Thinking Skills and Key Concepts~~
- ~~ThinkLaw as a supplemental critical thinking resource for grades 6-8~~
- ~~K-2 Science Lessons embedded with Thinking Skills~~
- ~~NC DPI AIG Learning Labs~~

Practice D

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

District Response:

AIG Teachers collaborate with classroom teachers and content specialists in their schools to support the integration of future ready skills ~~21st-century skills and specifically the 4C's (Communication, Critical Thinking, Collaboration, and Creativity), curiosity and leadership~~ within the core curriculum and assist in the development of learners who are globally competitive.

AIG teachers foster the development of future ready ~~21st-century~~ skills by including critical thinking, communication, collaboration, creativity, curiosity and leadership implementing the ~~4 C's~~ written in the district strategic plan to meet the needs of students through a variety of service options, and all teachers embed this plan in their lesson plans. Additionally, AIG teachers assist classroom teachers in conducting research to find materials and digital resources to infuse future ready skills ~~4C's~~ within the core curriculum.

In order to promote the development of critical thinking skills, communication skills, collaboration skills, and creativity skills as well as future-ready skills, curriculum units are applied appropriately and differentiated for advanced learners. Additionally, AIG teachers plan collaboratively with classroom teachers and provide resources to support the advanced learner while in the classroom.

The ALS ~~Team~~ ~~department~~ and WCPSS maintain that critical thinking skills should be explicitly taught and developed for all students. Elementary AIG teachers collaborate with classroom teachers from K-5 to develop opportunities to strengthen critical thinking. Some of these strategies may include but are not limited to Socratic seminars, grade specific debates and discussions, and opportunities embedded in assessments that allow for critical thinking and higher order problem solving (beyond the core requirements). Middle school AIG teachers will provide identified gifted and Talent ~~Development~~ ~~Developed~~ students with higher-level thinking opportunities outside of class-based assignments. Other options for developing the ~~4C's~~ future ready skills may include project-based learning opportunities and Socratic ~~seminars~~. Middle School AIG Teachers will support students in their transition ~~from middle~~ to high school to align interests with coursework to develop future-ready skills.

The ALS team will modify curriculum resources to ensure they include durable skills and mindsets with a real-world context such as adaptability, collaboration, communication, critical thinking, creative thinking, empathy, learner's mindset; and personal responsibility by providing professional development on NCDPI Portrait of a Graduate resources and encouraging AIG teachers to implement such into their lessons and share with the students and teachers that they support.

High school students will develop these future ready skills through the ongoing partnerships with local community colleges and four-year colleges/universities. ~~The ALS Team department seeks to provide information sessions about college and career readiness.~~ The team will expand Advanced Placement opportunities for college, career, and postsecondary opportunities, which can include Career Technical Education certifications. ~~The team will continue to partner with the WCPSS District AVID Coordinator to provide college, career and beyond opportunities for AIG and High Potential students in AVID High Schools.~~ ALS team members have collaborated with team members from Title I, ESL, Indian Education, and AVID to form the College, Career, and Beyond Committee. This committee supports opportunities for students to visit colleges/universities/trade schools, learn about different career paths, and seeks internship/mentorship opportunities for WCPSS high school students, including students with advanced learning needs. Additionally, gifted identified students in 9th and 10th grade are eligible to apply for CCP courses whereby students can earn college credits while in high school.

The Dual Enrollment/College Career Promise programs through the partnership with the Higher Education Institution align with WCPSS's strategic plan by fostering the development of critical thinking, communication, collaboration, creativity, curiosity, and leadership among gifted learners. Dual enrollment provides access to college-level coursework, allowing students to refine their communication and collaboration skills while gaining industry-recognized credentials. Through this college-level coursework, students are given opportunities to improve curiosity by exposing them to advanced academics, empowering them to take initiative and develop leadership qualities.

The Advanced Placement courses within WCPSS high schools increase rigor through challenging students with increased focus on real-world problem-solving experiences that enhance analytical thinking and innovative approaches. The Advanced Placement courses provide access to college-level coursework within their high school. Through this coursework, opportunities are cultivated to improve curiosity by exposing students to advanced academics, empowering them to take initiative and develop leadership qualities.

The ALS Team ~~department~~ is constantly developing relationships with community partners to create meaningful experiences for gifted learners. These partnerships include local historical landmarks, museums, and companies that offer insight and opportunities for gifted students to explore potential career opportunities and develop academic interests in real life contexts. These learning opportunities may include field trips, day camps, or extended projects.

The Community Access Liaison for Gifted Learners (CALGL) will work collaboratively with essential and community partners to establish community service projects, mentorship, internships, and apprenticeships for students to ensure they have durable skills and mindsets for post-secondary success.

The Family Engagement Committee, which includes the Community Access Liaison for Gifted Learners, is partnering with the Greater Raleigh Chamber of Commerce to develop enrichment opportunities for gifted learners centered around future-ready skills. These opportunities will include internships, mentorships, career workshops, shadowing opportunities, and other partnerships with local businesses and organizations.

Practice E

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

District Response:

WCPSS classroom teachers use a variety of data (i.e., universal screening, diagnostic and performance assessments) to determine students' learning needs and response to instruction. Appropriate formative and summative assessment data is used to guide instruction.

- Annually the SBCGE team uses summative data from EVAAS to determine the effectiveness of programming and the impact instruction, curriculum, and environment are having on student growth for gifted and high potential students.
- AIG teachers collaborate with general education teachers and grade/subject area PLTs PLCs to analyze students' interests, classroom performance, achievement, and/or learning preferences for informing and planning appropriately differentiated instruction. Once formative data is gathered, AIG and grade/subject area PLTs PLCs determine where identified gifted and high potential students are not demonstrating growth and develop plans to address student's needs. AIG teachers are encouraged to attend professional learning communities for each grade level. AIG teachers should use PLTs PLCs to strengthen their role and to indirectly support instruction for identified and talent developed students.
- School leadership visits classrooms regularly to observe data-driven instruction. Observations and analysis of student work samples from the general education classrooms may indicate a need for additional support and professional development for general education teachers.

To increase the use of assessment data to drive instructional practice, the AIG teachers work collaboratively with classroom teachers to use a balanced assessment approach including research-based pre-assessments, formative, diagnostic and summative assessments to inform instructional decisions in a variety of courses. The AIG teacher uses data and observation to determine needs for additional support in the regular education classroom.

AIG Teachers work with grade-level Professional Learning Teams Communities (PLTs PLCs) in schools to support the analysis of ongoing student assessment data. Common formative assessments and district benchmark assessments are used regularly in addition to other classroom unit assessments, tests, projects, grades, and performance to determine need for planning differentiated learning opportunities. Schoolwide universal screening data is also used to help inform instructional needs and differentiated learning opportunities.

AIG teachers monitor gifted and talent-development Talent Developed students' achievement and growth using EVAAS, and collaborate with classroom teachers and administrators to achieve goals and facilitate further growth in reading and mathematics. Using data-based decision making, AIG teachers and classroom teachers adjust curriculum, instruction, and environment to improve teaching and learning to increase student performance.

Annually the SBCGE team uses summative data from EVAAS to determine the effectiveness of school-wide programming and the impact instruction, curriculum and environment are having on student growth for AIG and high potential students. On an ongoing basis, grade level or subject area PLTs PLCs examine formative data to determine where identified AIG and high potential students are not demonstrating growth and develop plans to address those standards.

Practice F

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

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

District Response:

~~Some advanced learners are faced with a true challenge for the first time as curriculum and learning tasks become increasingly rigorous. Therefore, it is important for teachers and parents/guardians to be aware of the particular social and emotional characteristics of advanced learners. It is important that educators address the social and emotional needs of the gifted learner in a manner to support healthy effective growth, as well as academic development.~~

~~The role of the AIG program is to support AIG teachers in recognizing and meeting the social-emotional needs of gifted students as well as building the capacity of other staff within their buildings to recognize and meet these student needs within their school.~~

~~AIG teachers increase awareness and support the social and emotional needs of the gifted student by creating and/or sharing affective curricular and instructional practices with classroom teachers and other school personnel.~~

~~The Advanced Learning Services team collaborates with other departments to develop content and support the implementation of the district's K-12 BIMAS Social-Emotional and Behavior screener (pilot/cohort model) to increase awareness of social and emotional characteristics~~

~~common among gifted learners. The ALS team maintains membership on the Behavioral Health Collaborative as well as the various work subcommittees to establish best practices in addressing the social-emotional needs of gifted learners.~~

- ~~● The ALS team maintains membership in the Behavioral Health Collaborative and various subcommittees.~~
- ~~● Professional Learning for AIG teachers are developed and delivered (synchronously and asynchronously) to model best practices in addressing and supporting SEL needs of gifted learners.~~
- ~~● Resources are housed in the AIG Headquarters for AIG teachers to use when developing SEL learning opportunities in small group or core classes.~~
- ~~● Mini-lessons are available to support newly identified gifted and Talent Development Developed students. Content of these mini-lessons include: what it means to be gifted, what giftedness looks like in school, common challenges gifted students face and how to effectively manage these emotions. These mini-lessons are delivered in AIG specific classes/groups.~~
- ~~● Mini-lessons are available to 8th grade identified and Talent Development Developed students preparing for the transition to high school. The content of these mini-lessons include: readiness skills for high school, study skills, relationship skills, and managing stress in high school.~~

The knowledge and expertise of professional staff are critical to the development of a comprehensive differentiated curriculum that is aligned appropriately with the NC Standard Course of Study (NCSCOS) and provides necessary rigor and challenge.

The Advanced Learning Services team partners and collaborates with AIG teachers to create/develop/plan differentiated instruction for gifted learners. Additionally, the ALS team consults and collaborates with other academic departments to ensure that the curriculum and extensions align with the NCSCOS.

The yearly ALS professional learning sessions for K-8 AIG **teachers and Advanced Placement at Honors High School teachers** give these educators the opportunity to learn instructional strategies and create/revise lesson plans using high-yield instructional strategies to support the needs of gifted students. AIG teachers are to submit their lessons using the professional learning exit ticket for each session. The Advanced Learning Services team then reviews the lesson plans and uses the data to determine next steps and needs of teachers.

AIG teachers host monthly SBCGE team meetings that require the team to discuss **data-based** problem solving processes to make data-based decisions to inform the appropriate instructional resources aligned to student identification, growth, needs and support for Gifted and Talent Developed students. This committee comprises various school staff members, including classroom teachers, ESL specialists, principals, instructional facilitators, special education teachers, and others. AIG teachers also collaborate with the appropriate school based teams (i.e. School Leadership Team, Intervention Team, etc.) in order to meet the needs of all

identified students, including students who are dually identified. AIG teachers are invited to attend IEP or 504 meetings for twice-exceptional students.

During grade/subject level PLCs, the AIG & classroom teachers work collaboratively to prescribe appropriate strengths-based strategies and targeted support to address individual needs and foster increased success of students. When meeting with school-based teams, AIG teachers provide guided questions to generate conversation and problem-solving regarding the unique needs of gifted learners. Questions to consider include, but are not limited to:

- What acceleration opportunities do we have in core classes (outside of SSA and WGA)?
- How do we incorporate gifted learner interests into the curriculum?
- Do we provide opportunities for students to expand their understanding and application of the curriculum?
- How do we provide opportunities for students to NOT succeed? That is, are our students being pushed, academically/intellectually, beyond their comfort zone?

Grades 9-12

The Advanced Learning Services team is collaborating with the North Carolina Advanced Placement Partnership to enhance their programming through providing training for teachers, administrators, deans, Student Support Services, and other essential partners through the Advanced Placement Symposium, the Advanced Placement College and Career Readiness Conference, and the Advanced Placement Summer Institute.

The Advanced Learning Services team is implementing Professional Learning Communities (PLCs) for Advanced Placement teachers throughout the district to enhance their curriculum and instruction for AIG students by pairing them with other Advanced Placement teachers who teach the same subject. These Advanced Placement teachers also analyze data of AIG students to inform their instruction and differentiation.

Wake County Public School System will **host** a Wake County Symposium for our Advanced Placement teachers, high school administrators, Advanced Placement Coordinators, Deans, and other essential partners.

The Advanced Learning Services team is working with Advanced Placement coordinators, teachers, administrators, and other essential partners throughout the district in order to achieve the proper implementation of the Advanced Placement curriculum through the use of the AP Course and Exam description as well as the AP classroom tools and assessments in order to differentiate their content for their students.

The Coursework Via an Accredited Institute of Higher Education (IHE) allows AIG Teachers the ability to gain a depth of understanding of current curriculum and program models in gifted education, and to apply that knowledge to extend the North Carolina Standard Course of Study for gifted learners.

Practice G

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

District Response:

The development of gifted behaviors at a young age is critical for achievement and development of full potential. Highly capable children may not be able to demonstrate their advanced learning potential until they have access to enriched learning and extended vocabulary opportunities. Regular education teachers typically do not have a background in gifted behaviors; therefore, they often do not recognize the capabilities of students from underrepresented populations. The AIG Program provides opportunities and resources that support classroom teachers in recognizing potential in all students and nurture the gifted behaviors of young students at the K-3 level.

According to the National Association for Gifted Children (NAGC), "bright children who enter school behind or with some academic weaknesses still can learn at a faster rate and with less repetition than their typically developing peers. Instruction that proceeds slowly with small increments of knowledge will neither engage nor motivate these students, nor will it allow their advanced problem-solving and reasoning abilities to become obvious to teachers."

The School-Based Committee for Gifted Education (SBCGE) uses student and schoolwide data to identify groups of students who demonstrate the need for differentiated instruction via the WGPSS AIG Identification as well as students who would benefit from nurturing or talent development opportunities.

K-2 Nurturing:

All K-2 classroom teachers use the K-2 Science Nurturing Project lessons that are developed to challenge high-end learners and allow teachers to observe and document student responses that indicate potential AIG characteristics. The lessons also target the needs of underserved populations of primary learners who need exposure to more complex vocabulary, thinking, and processing skills.

The K-2 Nurturing model also includes the following components:

- Consultation and collaboration between AIG teachers, who are trained in recognizing gifted behaviors, and classroom teachers, to identify advanced learning potential.
- Differentiated curriculum and instruction resources provided to regular education teachers.
- Enrichment Lessons Resources:

- Primary Education Thinking Skills (P.E.T.S.)
- Kids into Thinking (KITS)
- K-2 Science Nurturing Project lessons

3rd Grade Explorers:

The Third-Grade Explorers Model (first semester) provides opportunities for students to demonstrate gifted behaviors during the first semester. Throughout the first semester, the AIG teacher works in partnership with all third grade teachers to provide a variety of in-class experiences in language arts and mathematics designed to elicit high academic performance. All third grade students participate in whole-class experiences. As the semester progresses, students who demonstrate potential in these in-class experiences receive advanced and enriched learning opportunities.

Student groups are flexible and fluid throughout the first semester to allow students with varying strengths and gifts to benefit from higher-level instruction from an AIG teacher. Data collected during the implementation of Explorers Nurturing Model is an integral part of the identification process for third grade students. Selected work samples are designated for inclusion in the student portfolio and the AIG teacher collects work samples demonstrating higher-order and problem-solving skills. These work samples are used as part of the student's portfolio to support the need for gifted identification.

Practice H

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

District Response:

The knowledge and expertise of professional staff are critical to the development of a comprehensive differentiated curriculum that is aligned appropriately with the NC Standard Course of Study and provides necessary rigor and challenge.

The Advanced Learning Services team partners and collaborates with AIG teachers to create/develop/plan differentiated instruction for gifted learners. Additionally, the ALS team consults and collaborates with other academic departments to ensure that the curriculum and extensions align with the NCSCOS.

AIG teachers host monthly SBCGE team meetings that require the team to use the Team Initiated Problem Solving (TIPS) process to make data-based decisions to inform the appropriate instructional resources aligned to student identification, growth, needs and support for Gifted and Talent Development Developed students. AIG teachers collaborate with the appropriate school-based teams (i.e. School Leadership Team, Intervention Team, etc.) in order to meet the needs of all identified students, including students who are dually identified. AIG

teachers are invited to attend IEP or 504 meetings for twice-exceptional students. During grade/subject level PLTs/PLCs, the AIG & classroom teachers work collaboratively to prescribe appropriate strengths-based strategies and targeted support to address individual needs and foster increased success of students. When meeting with school-based teams, AIG teachers provide guided questions to generate conversation and problem-solving regarding the unique needs of gifted learners. Questions to consider include, but are not limited to:

- What acceleration opportunities do we have in core classes (outside of SSA and WGA)?
- How do we incorporate gifted learner interests into the curriculum?
- Do we provide opportunities for students to expand their understanding and application of the curriculum?
- How do we provide opportunities for students to NOT succeed? That is, are our students being pushed, academically/intellectually, beyond their comfort zone?

Based on the outcome of the TIPS process and other team decisions, listed are examples of essential elements of differentiated instruction that could be implemented:

- Differentiation of content, process, and/or product
- Development of communication, collaboration, critical and creative thinking skills
- Model lessons for best practices
- Effective questioning
- Tiered lessons and assignments
- Independent study contracts
- Open-ended problem solving
- Socratic Seminar
- Compacting curriculum using pre- and post-assessments

Practice 1

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

District Response:

The AIG Plan provides structure for service delivery to ensure appropriate service to meet student needs. AIG teachers continue to use the DEP to facilitate communication with parents/guardians, teachers, and students about how differentiation occurs.

Reviews of each K-8 identified gifted student's DEP are conducted in collaboration with grade level and/or classroom teachers to determine student needs and response to instruction. As a result of this collaboration, DEPs are created at the beginning of each academic year to address

~~the needs of the group and/or individual students. During the beginning of the year AIG meeting, AIG teachers provide the parents/guardians a copy of the DEP and will answer any questions regarding services. Any identified students experiencing academic difficulty in K-12 are provided with an Instructional Support Plan in an effort to encourage, assist, and promote their academic success.~~

~~AIG teachers are invited, when needed, to attend IEP or 504 meetings for twice-exceptional students in an effort to ensure appropriate AIG services are provided for the student.~~

~~The High School Differentiated Education Plan (HS-DEP) indicates areas of service for students in grades nine through twelve. A copy of the high school DEP is provided to parents/guardians of identified students at the end of the eighth-grade academic year. Accelerated high school students are served through honors and advanced placement classes and International Baccalaureate classes, if available. High school AIG coordinators work with high school students and their counselors to ensure course selection is aligned with their needs and goals. High school teachers are provided a roster of identified students and their identified gifted areas. Each of these rosters are accompanied by a list of common gifted characteristics and needs as well as strategies to support gifted students.~~

Ideas for Strengthening the Standard:

- Differentiated lessons, activities, instructional strategies, and/or exemplars that integrate technology, SEL, and Future-Ready skills that are research/evidence-based will be highlighted each month. These resources will be maintained in a database as an on-demand playlist of resources
 - Resources for nurturing gifts and talents for students in K-2 will be provided to all AIG teachers
 - Strategies, resources, and instructional supports that help differentiate the needs of AG, IG, and AIG students will be provided to all AIG teachers
 - A database of summative and formative assessment tools and ideas will be created and shared with AIG teachers
 - AIG teachers will be provided with on-demand resources that help them support the unique needs of gifted learners as well as supporting underrepresented students
- ~~Continue to research best practices for differentiated instruction for gifted and advanced learners~~
 - ~~Build community partnerships with local businesses and colleges/universities to enhance and strengthen 4C skills for advanced learners~~
 - ~~Develop strategies to offer internships and other community-based learning opportunities for high school students~~
 - ~~Provide AIG teachers with resources to support classroom teachers' understanding of SEL needs of gifted and advanced learners~~

Sources of Evidence:

- AIG School Wide Service Delivery Plan
- Differentiated Education Plans
- Differentiated Course Plans
- Student Work Samples
- Wake's AIG Headquarters in Learning Central
- Learning Central Enrichment Lessons
- K-2 Science Nurturing Project Lessons
- Professional library:
- Jacob's Ladder Fiction and Nonfiction
- Singapore Math
- Edward Zaccaro Math
- School-based or district AIG meeting agendas and materials
- Teacher Lesson Plans that incorporate 4C's
- district and/or state assessment data
- Student Portfolios collected by general education and/or AIG teachers
- EVAAS Math & ELA predictor
- EOG growth data for AIG students
- Formative and summative assessments
- NC Check Ins Data
- SSA and WGA data and records
- Documentation (agendas, notes, presentations, etc.) from staff development and parent/guardian sessions that address the social and emotional needs of gifted learners
- District BIMAS social emotional and behavior data for AIG students
- Utilize video and DPI Booster Shot resources which address social and emotional needs of gifted learners
- Documentation (agendas, notes, presentations, etc.) from staff development and parent/guardian sessions that address the social and emotional needs of gifted learners
- AIG Curriculum Bank on AIG Headquarters in Canvas
- Enrichment Lessons found on CMAPP 2.0
- AIG distributed resources
- Student Portfolios
- Professional Development Resources
- Professional Learning
- School Based Committee meeting agendas and notes
- 504 Meeting Minutes
- Differentiated Education Plan (DEPs)
- Differentiated Course Plans (DCPs)
- AIG Curricular Resources
- AIG teacher modeling in the regular classroom setting
- School Based Committee for Gifted Education meeting notes
- Instructional Support Plan
- HS-DEP

- Differentiated Education Plans (DEP's)

DRAFT

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response:

All certified members of Advanced Learning Services must obtain AIG add-on licensure status.

In order to appropriately serve approximately ~~32,255~~ 27,000 identified gifted students, as well as nurture the academic potential of K-12 students, ~~Advanced Learning Services personnel includes a Director, a Senior Administrator, a Data Manager, three Coordinating Teachers and a Psychologist at the Central Services level.~~ WCPSS supports more than 180 school-based AIG teachers with the following Advanced Learning Services positions:

~~2022-2025 Advanced Learning Services Staff consists of the following positions:~~

- Director
- Three Coordinating Teachers (CTs)
- ~~AIG~~ Advanced Learning Services Psychologist
- AIG High School Coordinator
- Central-Based Instructor
- ~~Data Manager~~ Processing Technician

The Advanced Learning Services staff works to develop and monitor the implementation of the AIG Plan, with ongoing feedback from the ~~AIG Equity Collaborative (AEC)~~ Enhancing Excellence Collaborative Committee (EECC) team that consists of administrators, teachers, and central services staff. All Advanced Learning staff are employed twelve months to oversee all aspects of the AIG program including budget and communication. ALS staff collaborates with ~~stakeholders~~ Essential Partners, including other departments, to support schools on all instructional calendars. ALS staff are hired by and report to the ALS director.

The Director of Advanced Learning in WCPSS leads the **district-wide** strategy for identifying, supporting, and challenging academically gifted students, overseeing the development and implementation of programs and policies that ensure appropriate advanced learning opportunities for all students across WCPSS while collaborating with other district leaders, school leaders, educators, and other Essential Partners to optimize the potential of advanced learners.

This position provides visionary leadership and a high level of expertise to the following major NCDPI-supported areas of responsibility within Academics: Academically and/or Intellectually Gifted (AIG), Early Kindergarten Entry, Advanced Placement (AP), Credit by Demonstrated Mastery (CDM), Governor School, Career and College Promise (CCP), Honors Legislation, and Advanced Math Placement, while also providing leadership and expertise to major district-supported areas within Academics: Single Subject Acceleration (SSA) and Whole Grade Advancement (WGA).

Practice B

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

District Response:

AIG licensed professionals are educated in best practices in academics and data-based problem solving, and in meeting the needs of gifted and Talent Developed students. AIG teachers assist in nurturing and identifying students who demonstrate gifted characteristics. AIG teachers and administrators are responsible, at the school level, to appropriately implement the WCPSS AIG plan and adhere to related WCPSS Board of Education (BOE) policies and applicable state laws. Additional monitoring ensures fidelity and consistency in serving the academic, intellectual, and social/emotional needs of gifted learners by appropriately implementing the local AIG plan.

Talent Developed students are defined by being high performing students that show the potential for gifted identification and/or that have high performing characteristics as outlined in the referral process. While building the Talent Development population, the schoolwide demographic population must be analyzed to ensure the district entry criteria **are** being adhered to. School teams are provided other data sources that are considered when placing students in the Talent Development program. Elementary students who are in the Talent Development program are served at the same time as identified AIG students and are provided with a minimum of 45 minutes of direct services per week per area where there is an indication of high performing skills.

K-5

WCPSS has AIG specialists who support more than 120 elementary schools. This support is tiered based on the number of identified students where each school receives a minimum of a half-time position. Schools could have a position and a half, a full time position, and/or half-time position.

At the elementary level, AIG specialists:

- provide a minimum of 45 minutes of direct services per week per area of identification (language arts and/or math);
- meet with the SBCGE (School Based Committee for Gifted Education) monthly to discuss the nomination and identification of potential students, and monitor the growth of

identified and Talent Developed students along with the needs of the high achieving or high potential students in their building (Talent Scouting);

- meet with grade level teachers to plan instruction;
- create a quarterly school-wide differentiated course plan (DCP) that outlines how their lessons align to the NCSCOS;
- create yearly differentiated education plans (DEP) for identified students to distribute and share with essential partners;
- provide opportunities for all parents to be informed on identification and acceleration opportunities such as Single Subject Acceleration (SSA);
- complete the identification or portfolio process for their building; and
- attend all required district professional learning as outlined by Advanced Learning Services.

6-8

WCPSS has AIG specialists who support more than 40 Middle schools. Middle Schools are tiered by the number of identified students in each school. Schools can have a full time position or a half time position.

At the middle school level, 6th-8th grade AIG Identified students are served a minimum of 4 times per year in each identified area. AIG teachers at the middle school have the opportunity to serve their students beyond this required service delivery level.

The middle school AIG specialists:

- meet with the SBCGE (School Based Committee for Gifted Education) monthly to discuss the nomination and identification of potential students, and monitor the growth of identified and TD students along with the needs of the high achieving or high potential students in their building (Talent Scouting);
- meet with grade level teachers to plan instruction;
- create a quarterly school-wide differentiated course plan (DCP) that outlines how their lessons align to the NCSCOS;
- create yearly differentiated education plans (DEP) for identified students to distribute and share with essential partners;
- provide opportunities for all parents to be informed on identification and acceleration opportunities such as Single Subject Acceleration (SSA);
- complete the identification or portfolio process for their building;
- attend all required district professional learning as outlined by the Advanced Learning Services team.

9-12

The WCPSS High School Coordinator supports all 9-12 identified students (in 30+ high schools). The HS AIG Coordinator is a central office-based position to support identified and Talent Developed students in grades 9-12. The HS AIG Coordinator will work with school-based staff and students aligned to the areas of focus outlined below:

- **Increase Access to Accelerated Opportunities (9th-12th) such as CCP, AP, IB, and Honors courses;**
- **Post Secondary Prep (11th & 12) that includes college/university tours, college/university applications, SAT/ACT/PSAT prep, and help with resumes;**
- **Back on Track (9th - 12th) support which helps students that have either failed one or more courses or are in jeopardy of failing their current courses.**

The AIG High School Coordinator works with several high priority partner high schools to provide direct services to gifted identified students. These services include goal setting, getting back on track for off-cohort students, as well as college and career planning. The Advanced Learning Services team also partners with high schools to support enrichment opportunities such as Governor's School application workshops, college campus visits, college application nights, and accessing more advanced coursework opportunities.

The Advanced Learning Services team also houses the Community Access Liaison for Gifted Learners (CALGL). The CALGL is a contracted position that supports work connecting students and families (grades 9-12) with community-based resources and opportunities. Some of these opportunities include college scholarships, summer enrichment opportunities, and internships.

~~AIG teachers hold an add-on AIG license issued by the North Carolina Department of Public Instruction. These educators have specific training regarding the academic, intellectual, social and emotional characteristics and needs of gifted learners. These professionals are also trained to identify characteristics in students with high potential who may not typically be identified in gifted programs. The AIG teacher is an expert at the school for differentiation and provides professional learning sessions to assist other staff members at the school site to appropriately serve identified gifted and other highly capable students.~~

~~Teachers employed through AIG months of employment must have an AIG license or must be actively working towards obtaining certification through enrollment in AIG coursework or passing the AIG Praxis examination (within two years of the hire date).~~

~~The AIG teacher works collaboratively with classroom teachers to plan and provide appropriate levels of differentiation for nurturing, Talent Development, and identified gifted students. At the elementary level, AIG teachers provide a minimum of 45 minutes of direct services per week per area of identification (language arts and/or math). Talent Developed students are defined by being high performing students that show the potential for gifted identification and/or that have high performing characteristics as outlined in the referral process. While building the Talent Development population, the schoolwide demographic population must be analyzed to ensure the district entry criteria is being adhered to. School teams are provided other data sources that are considered when placing students in the Talent Development program. Elementary students who are in the Talent Development program are served at the same time as identified AIG students and are provided with a minimum of 45 minutes of direct services per week per area where there is an indication of high performing skills.~~

At the middle-school level, 6th-8th grade AIG-Identified students are served a minimum of 4 times per year in each identified area. AIG teachers at the middle-school have the opportunity to serve their students beyond this required service-delivery level.

At the high-school level, students self-select their advanced course of study including Honors, Advanced Placement and International Baccalaureate courses. Governor's School and other enrichment opportunities, such as GCP, are available. The high school AIG coordinators provide support for high-school students as the students select their coursework in an effort to better align the course sequencing to students' needs, interests, and goals.

AIG-licensed professionals are educated in best practices in academics and data-based problem-solving, and meeting the needs of gifted and Talent Developed students. AIG teachers assist in nurturing and identifying students who demonstrate gifted characteristics. The Advanced Learning Services Director establishes allotments, monitors and utilizes funding to support gifted programming. Advanced Learning Services staff support school staff, including AIG teachers and administrators. AIG teachers and administrators are responsible, at the school level, to appropriately implement the WCPSS AIG plan and adhere to related WCPSS Board of Education (BOE) policies and applicable state laws. Additional monitoring ensures fidelity and consistency in serving the academic, intellectual, and social/emotional needs of gifted learners by appropriately implementing the local AIG plan.

The Advanced Learning Services team partners with student services to determine resources (such as DPI booster shots) for social-emotional learning for counselors and other stakeholders to build an awareness of social-emotional needs of our gifted population. The team uses current and future SEL/behavior screener data to identify some of these targeted areas based on student data from AIG-identified students. A review is done of the alignment of the existing curriculum to determine if specific social and emotional needs of gifted learners are being addressed.

AIG teachers are hired by and report directly to the Principal at the school site. Teachers employed through AIG months of employment must have an AIG license, or be actively enrolled in working toward one. AIG Teachers with AIG licensure (or who are on a plan to complete that licensure within a two-year period) are employed for specific months of employment at each elementary and middle-school within WCPSS. The AIG teacher serves as the SBGGE chair at their assigned school. The AIG teacher also directly serves students through a hybrid model including both pull-out and push-in. The AIG teacher works collaboratively with classroom teachers to plan and provide appropriate levels of differentiation for nurtured, Talent Developed, and AIG-identified students.

Practice C

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

District Response:

WCPSS Advanced Learning Services staff and AIG teachers participate in professional learning that supports the use of data-based problem solving, critical thinking skills, how to recognize giftedness, and giftedness in underrepresented populations. Advanced Learning Services staff and AIG teachers participate in professional learning that supports the use of researched and/or evidence-based teaching practices to aid in a deeper understanding of how to identify students and provide support as needed by teachers. AIG ALS staff provides professional learning that supports establishing and sustaining instructional practices that assist nurturing and Talent Development programs which will lead to increased representation of typically underserved students. Talent Developed students will have some of the same experiences as their identified peers with the goal of identification and/or significant academic and intellectual growth.

Advanced Learning Services staff is responsible for disseminating AIG program information and training throughout the district. All WCPSS teachers are expected to provide differentiated instruction and/or support differentiated instruction that meets the needs of all students.

Advanced Learning Services collaborates with various departments throughout the district that support advanced learning that is based on the academic needs of all students.

Gifted licensure is recommended and encouraged for teachers of gifted cluster groups and is required of AIG teachers. High school Advanced Placement (AP) and Honors level teachers will meet College Board requirements, and International Baccalaureate (IB) teachers will earn either the IB certificate in teaching and learning or the IB advanced certificate in teaching and learning research.

Professional Learning Expectations:

- **SBCGE - School Based Committee for Gifted Education**
 - ~~AIG teachers provide on-boarding for their SBCGEs. This onboarding level sets the team and reviews expectations for participation in the SBCGE. The training is provided by the ALS team, but the AIG teacher will deliver this during the first SBCGE meeting of the new school year. The content of this onboarding includes: Purpose of SBCGE, roles/responsibilities of SBCGE, district process for identification and service delivery, processes for universal screening, and characteristics of giftedness.~~
 - The ALS team provides support to school-based AIG teachers with onboarding SBCGE team members by reviewing expectations for the school year. This onboarding consists of reviewing the purpose of SBCGE, roles/responsibilities of SBCGE, district process for identification and service delivery, processes for universal screening, characteristics of giftedness, and more.
 - SBCGE team members from all schools are invited to attend district-wide AIG PL opportunities. Additionally, these team members are encouraged to attend ALS office hours.

- The ALS team provides consistent professional learning opportunities that align with department and district goals. Additional PL and office hours will be developed based on AIG teacher feedback. PL topics may include but are not limited to: service delivery, differentiation, instructional practices, data-based problem solving, equitable identification, WCPSS processes and procedures, social-emotional needs of gifted learners, and universal enrichment opportunities.
- Utilizing the list of AP instructors and coordinators to offer professional learning opportunities and professional learning communities to strengthen efficacy
- CTs help develop professional learning opportunities for school teams that focus on school-based needs such as supporting gifted ML, IG, twice exceptional students, and SEL
- Professional learning for AIG teachers to present to their schools focused on: K-2 Learning, the differences between Concept Vs. Content instruction, cluster grouping, highly gifted populations, co teaching, extension/acceleration/enrichment
- Have AIG teachers communicate the two WCPSS pathways to AIG license to their buildings (Coursework Via an Accredited Institute of Higher Education (IHE), or Competency-Based Assessment Via the Gifted Education Praxis (5358))
- Guide school leaders to include AIG Teachers in SIP to help monitor the growth of the students they serve
- The Advanced Learning Services team partners with the North Carolina Advanced Placement Partnership (NCAPP) to provide relevant professional learning opportunities to Advanced Placement instructors at all WCPSS high schools.
- The ALS team supports current and future AP instructors by offering funding for the Advanced Placement Summer Institute (APSI).
- Collaboration between the AIS team and other teams within academics to bolster and deepen the Honors course framework. Professional learning opportunities will be available to support Honors-level teachers in ensuring their courses align with NCDPI guidance and legislation for advanced courses.
- The ALS team will partner with school-level administrators to develop and strengthen structures to promote advanced learning in their schools.
- AIG specialists will provide classroom teachers with differentiated instructional strategies to support gifted students within their classrooms. This professional learning will be provided annually to school staff with the use of a presentation created by the ALS district level team.
- The district-level ALS team will provide professional learning once a year on how to differentiate through content, process or product for all instructional staff.
- The High School coordinator will provide PL to AP coordinators, HS Deans, and AP teachers through symposiums.
- Provide PL that will model how to review data for talent developed students for identification and instruction.
- Provide PL that explains the Achievers and Local Norming process.
- We offer PL to support teachers with utilizing available district data to meet the needs of gifted learners
- Offer PL specific to grade spans focused on differentiated instruction

- Provide PL on direct and indirect services
- Provide PL for school-based educators on differentiating educational access for all learners
- ~~SBCGE team members from all schools are invited to attend district-wide AIG PL opportunities. Additionally, these team members are encouraged to attend ALS office hours that are offered bi-weekly.~~
- The ALS CTs and Psychologist partner with AIG teachers to address school-based PL needs for serving and supporting gifted learners. AIG teachers are responsible for delivering PL for their assigned schools. PL needs will be determined by local AIG teachers through consultation and collaboration with **stakeholders** **Essential Partners**.
- Information is disseminated to all WCPSS staff regarding partnerships with local colleges and universities for the purposes of AIG add-on licensure coursework.

Professional Learning Responsibilities:

- ALS **Team department** responsible for developing district-wide AIG PL opportunities and office hours.
- ALS will partner with local and national organizations to provide PL.
- AIG teachers are expected to deliver timely and relevant PL for assigned schools and SBCGEs.
- AIG teachers are expected to obtain and maintain current AIG licensure through DPI. Opportunities will be shared for coursework.

Through professional development the following will be supported:

- How to analyze data through the use of Team Initiated Problem-Solving
- Evidence-Based/Research-Based practices
- How to differentiate instruction
- How to identify giftedness in underrepresented populations
- Use of Every Child Accountability Tracking System (ECATS) to track AIG identified and Nurture/Talent-**Development** **Developed** student's attendance, behavior and academics
- Growth Mindset
- Implicit Bias

Possible Models for completing Professional Development include:

- Professional Learning, conferences and/or institutes facilitated by Advanced Learning Services
- Regional professional follow-ups after district-wide professional learning opportunities
- Web-based Gifted Education Learning Modules
- DPI AIG Web-based Gifted Education Learning Modules and Workshops, conferences, or courses offered by universities, DPI, or other recognized educational organizations
- Site visits and observations by classroom and AIG teachers (with administrative approval)

- Collaboration for training with AIG staff, other school-based specialist in **PLTs PLCs**, grade level meetings, or school staff meetings

Practice D

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

District Response:

Gifted licensure is required for all AIG teachers. AIG licensure is highly recommended for teachers of gifted cluster groups. The WCPSS Academics Department and/or Advanced Learning Services staff offers opportunities for classroom teachers to participate in professional learning to meet specific needs of AIG and highly capable students in general education/cluster groups. The professional learning will align with research-based/evidenced-based state and national recommendations for gifted education as well as align with district adopted NC Standard Course of Study and the WCPSS Strategic Plan.

The district level ALS team will provide a direct/indirect briefing document on the various ways AIG specialists can serve gifted populations within their schools. This document will include service models such as cluster grouping, in class flexible grouping, curriculum compacting within a grade level, differentiated instructional units and or centers, consultation/collaboration, co teaching, push in/pull out, etc.

District-wide professional learning with AIG teachers will increase overall instructional rigor and the use of best practices that have previously been found primarily in gifted programs. While refreshing and retraining themselves, AIG teachers will participate in and support classroom teachers in this work. With the high number of gifted students in the district, and with the need for differentiated instruction in the regular classroom, our professional development priority must focus on deepening general education teachers' understanding and use of differentiated instruction in the classroom. In addition, nurturing and Talent **Developing Development** services within our K-8 classrooms must be a priority. AIG staff learns and implements strategies for teaching gifted students and nurturing/developing academic potential. AIG staff will support all staff that serve high performing students. Advanced Learning Services staff and AIG teachers are responsible for developing a consistent process to train classroom teachers in nurturing pedagogy to increase awareness of underrepresented populations needs and general misconceptions about gifted students.

Gifted students are placed in cluster groups for service in their identified area, reading and/or math, when in regular education classes. Special consideration must be given to the size of cluster groups for management of collaboration by the AIG teacher and classroom teacher. Clusters in regular, mixed-ability education classes will consist of at least four identified gifted students. The cluster group teacher has the opportunity to receive training and can cooperatively plan with the AIG teacher on how to best meet the needs of AIG and highly capable students.

Building level administrators and AIG teachers facilitate scheduling classes to ensure differentiation of student instruction through grouping and collaboration. Special attention is needed by administrators to support AIG teachers for appropriate learning environments that are matched with the AIG plan.

AIG teachers partners with the counselor to ensure effective student placement AIG teachers communicate with **stakeholders Essential Partners**, specifically parents/guardians, about all aspects of the AIG program as well as serve as the liaison between Advanced Learning Services and their school site.

School Administrators appropriately cluster group gifted students based on their area(s) of identification. Teachers of cluster groups should use the NC Standard Course of Study as a basis for student pre-assessment and adjust instruction according to students' strengths, interests, and developmental levels with respect to reading and or math service level. Curriculum for identified students should be aligned to the curriculum offered to the general education students. This does not mean additional content, but rather allowing for a greater depth of knowledge of content and/or independent study within the content.

Practice E

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

District Response:

WCPSS and the Advanced Learning Services department believe in the recruitment and retention of AIG-licensed professionals and recruiting diverse candidates for AIG positions. ~~To meet this standard, WCPSS and the ALS department:~~

There are two ways that WCPSS teachers can obtain licensure: receiving a score of 157 or higher on the Competency-Based Assessment Via the Gifted Education Praxis (5358) or completing Coursework Via an Accredited Institute of Higher Education (IHE). WCPSS currently funds a limited number of IHE spots for WCPSS teachers. Teachers who participate in the IHE certification are given the opportunity to participate in a monthly in-person cohort that allows them to collaborate and plan together throughout the certification process.

WCPSS further supports recruitment and retention through the following:

- Board recognition of teachers who completed the certification process through the IHE course work
- Having current AIG teachers participate in building quality professional development that follows current practices.

- Partnering with HBCUs in the Raleigh-Durham area to bring in more diverse professionals by sending an annual one-page document/flier regarding recruitment as well as a one-page document outlining WCPSS AIG Programming
 - Partnering with the (Equity Office) and WCPSS job fairs to recruit new teachers.
 - Peer coaching within teacher regions (one on one)
 - Regional cohorts to create partnership networks among AIG teachers to foster inclusivity in all aspects of the human endeavor.
 - The ALS team has and will continue to partner with the WCPSS Future Teachers program, whereby the ALS team will provide professional learning opportunities for pre-service teachers centered around meeting the needs of gifted and advanced learners.
- ~~● Partner with local colleges and universities, including HBCUs, to recruit potential AIG teachers from teacher education programs. The ALS department, in collaboration with HR, will provide information to local teacher education programs about the benefits and process of becoming AIG certified~~
 - ~~● Partner with local universities to help support the add-on licensure process for potential and existing AIG teachers~~
 - ~~● Work with district leadership to provide financial support for teachers to earn AIG add-on license, either through IHE coursework or Praxis~~
 - ~~● Provide local professional learning to prepare teachers and other support staff to earn AIG licensure through the Praxis exam~~

Practice F

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

District Response:

To recognize and realize **equity Expanding Excellence** in gifted education, WCPSS recognizes that professional learning opportunities are necessary to help shift mindsets, policies, and practices. The ALS team collaborates with multiple teams in the district to intentionally offer **stakeholders Essential Partners** the opportunity to learn about the importance of **equity work Expanding Excellence** as well as practical strategies to support these efforts throughout the district. The ALS team's efforts include:

- Implementation of the Call to Action Documents into Professional Learning
- Have teachers invite their Administration/SBCGE to kickoff (PL set up in a conference style where the ALS teams with other departments such as Title 1 and ESL to provide sessions for school-based teams)
- Partnering with the district K-12 Academic Enhancement team (ASL, ESL, Title, Center for International Enrollment) for annual professional learning
- Regional meetings led by highly Qualified CTs that are differentiated to support schools in shifting mindsets and practices based on data

- District level ALS coordinating teachers will attend select SBCGE meetings based on data throughout the school year to support changing mindsets
 - Provide PL to 9-12 Select Schools based on data
 - Professional learning will be available to high schools to support expanding excellence through offering advanced coursework (Honors, AP, IB, Dual Enrollment) to traditionally underserved students.
 - The Advanced Learning Team will provide education/PD for High School deans, administrators, and other school-based staff on how to identify gifted students within their building and how to nominate them for testing.
 - The ALS team partners with other teams in the WCPSS Academics department to align teaching strategies and course content to the Honors Level Coursework legislation (as mandated by NCDPI). This is a cross-collaborative effort between multiple teams to ensure excellence, depth, complexity, and rigor in all WCPSS Honors courses.
 - Provide PD on Growth Mindset
 - Participants attend professional learning on Leadership skills to create lasting behavior change (crucial influence)
 - Provide book studies for AIG Specialists and building level instructors
 - Partnering with office of equity Affairs to embed Advanced Learning Services' practices within the equity Professional learning framework
 - Provide focus professional development for New Teachers monthly to build efficacy around expanding excellence which could include but would not be limited to changing mindsets policies and practices.
 - North Carolina Advanced Placement Partnership, Advanced Placement Trainings, NC Association for the Gifted and Talented Sessions, and Partner Schools' Summit, Sessions during different PDs geared towards High School Acceleration Opportunities
 - Development of Access and Opportunity Committee to review accelerative opportunities at the high school level. This committee is made up of representatives from various departments and teams in WCPSS and makes recommendations for policies and practices centered around high school advanced learning (i.e., Honors, AP, IB, and CCP).
 - Implementation of the State of AIG session at the end of the school year. This session will highlight the number of students that moved from Talent Developed to identified because of the instruction provided by AIG teachers, growth in and Talent Developed and Achievers scores.
 - Members of the ALS services team serve on various district committees to support the gifted voice at the district level.
-
- ~~Utilize resources provided by NCDPI - Call to Action and Guidebook to support these goals, as well as other local resources.~~
 - ~~Partner with district leadership, such as the Office of Equity Affairs, to develop and implement a plan for providing professional learning opportunities that are ongoing and comprehensive to meet the district needs regarding equity and excellence in gifted education.~~

- ~~Members of the ALS services team serve on various district committees to support the gifted voice at the district level.~~

Practice G

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

District Response:

The AIG Program professional learning is aligned with the WCPSS district-wide initiatives and practices to promote optimal student learning and teacher effectiveness.

Professional learning alignment is a collaborative effort of the AIG Program with other WCPSS departments. The professional learning plan aligns with North Carolina AIG Program Standards established by the Department of Public Instruction. Professional learning includes skills in progress monitoring and utilization of data for AIG services as well as utilizing WCPSS district formative assessments to better serve the needs of AIG students. Professional Learning is also aligned to Wake County's five identified NC Star School Improvement Indicators.

The ALS district staff will annually provide professional learning for new teachers to make connections between article 9B, Call to Action and the local AIG Plan so that expectations for their work are clear.

In addition, the Advanced Learning Services department also partners with other WCPSS departments to provide professional learning that targets equitable access to the highest appropriate rigor for underrepresented populations.

AIG teachers in collaboration with school administrators lead the implementation of best practices for gifted education by providing additional professional learning based on identified school needs.

AIG Teachers

The Advanced Learning Services staff and other educators develop and implement academic programs and rigorous, relevant curricula that equip students with the knowledge, skills, and dispositions needed for success in meeting 21st-century challenges. The AIG Program designs and implements ongoing professional learning for AIG teachers to increase expertise by providing:

- Extensions and enrichment curriculum aligned with the NC Standard Course of Study that will provide appropriate differentiation for the gifted and high performing students.
- Consultation services will be provided to all classroom teachers.

- Professional learning will be provided for school personnel, based on the school's specific data based needs.

The AIG Program provides classroom teachers learning opportunities specific to the potential, characteristics, and needs of gifted learners and differentiation practices for students from kindergarten through twelfth grade. AIG Teachers support classroom teachers as they review, reflect upon, and refine their use of differentiation in managing curricula, instruction, and assessment to promote optimal student growth and achievement.

~~Elementary and middle school AIG Teachers focus on teaching and learning in their schools. They facilitate multiple forms of professional learning. The AIG teachers share knowledge and best practices, develop a rigorous and relevant curriculum, and collaborative plan lessons to support student success. AIG teachers provide in-class instruction, pull-out instruction, and plan collaboratively with grade levels during PLT to support optimal academic, intellectual, social, and emotional student growth.~~

Ideas for Strengthening the Standard:

- The ALS team will provide differentiated professional learning opportunities for AIG teachers and other essential partners
- A professional learning “playlist” will be created for on-demand PL opportunities for all essential partners
- Professional learning opportunities will be provided specifically for non-AIG specialists to support building advanced learning capacity
- ~~● WGPSS Advanced Learning Services seeks to recruit and retain program personnel with NC AIG licensure.~~
- ~~● Continue to evaluate job duties and revise job descriptions of program personnel to ensure the most effective utilization of resources and provisions for services to students.~~
- ~~● Program budget will be continually evaluated to better meet the needs of schools.~~
- ~~● Continually review and evaluate the needs of the Advanced Learning Services staff, specifically AIG teachers' roles, schedules, and responsibilities in supporting the academic, intellectual, and social/emotional needs of gifted learners.~~
- ~~● Seek ways to increase the numbers of appropriately licensed staff to continually improve program implementation to best serve students at all levels.~~
- ~~● Determine the length of time and variety of ways professional learning can be provided to WGPSS staff.~~
- ~~● Provide ongoing professional learning opportunities for all AIG program staff on the strategies that support academic progression.~~
- ~~● Support AIG teachers as they provide professional learning to their school-based committees in order to support all gifted learners.~~
- ~~● Partner with local colleges and universities to offer AIG coursework for add-on licensure.~~
- ~~● Partner with local and national organizations to provide timely and relevant professional learning to AIG teachers in a variety of topics related to gifted education.~~

- ~~Collaborate with various departments/programs to ensure that educators have the tools and resources to best serve formally identified students as well as foster and serve those students who are highly capable. Partner with other WCPSS departments to provide professional learning with a focus on equitable access and opportunity and academic rigor.~~

Sources of Evidence:

- Job descriptions of the Advanced Learning Services Director, Senior Administrator, Coordinating Teachers, AIG Psychologist, Data Manager and AIG teachers.
- AIG Teacher Schedules, School Plans, Differentiated Course Plans, etc.
- Licensure status of the Director, Senior Administrator, Coordinating Teachers and Psychologist (maintained by HR)
- AIG Teachers' schedules
- Evaluations by school administrators reported in NCEES
- AIG teacher job descriptions
- Licensure status of the AIG Teachers (maintained by HR)
- List of advanced courses of study
- Governor's school website and materials
- AIG Website
- List of enrichment opportunities
- AIG professional learning agenda
- Professional Growth Plans
- Evaluations from NCEES
- ESchools/Wakelearn transcripts
- Online Course Registrations (ex: Wakelearn)
- Professional Learning Session agendas/materials
- Student Lists ECATS
- District list of licensed AIG teachers
- School schedules of cluster grouped classes
- Documented PL participation in eSchools
- Differentiation Course Plan
- Differentiated Education Plan
- Professional learning schedules
- AIG Teacher Meeting Agendas
- Extension and Enrichment units
- Lesson plans denoting specific differentiation opportunities
- Student portfolios
- Professional Development identified in School Improvement Plans
- AIG meeting agendas
- Student work samples
- District Level school visit

Standard 5: Partnerships

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

Practice A

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

- academic and intellectual
- social and emotional

District Response:

The Advanced Learning Services department values and provides clear and concise communication between the school district, schools, families and community partnerships regarding information about the AIG program and other related services to ensure the academic and social emotional needs of AIG students are met.

The Advanced Learning Services team provides two-way communication between the district, schools, families and community regarding AIG students' needs at different stages of their K-12 educational career, how the district builds the capacity of the school to meet student needs and shares news and accomplishments. The AIG program will provide clear and concise information (translated for diverse population), in the following ways:

District to Parents/Guardians:

- ~~AIG Program information on Wake website~~ The Wake County Advanced Learning website will provide updated information for parents/families that feed directly to school based websites to ensure continuity and consistency of ALS messaging.
- The ALS website is formatted based on grade level span (i.e., sections for K-5, 6-8, and 9-12).
- ~~Social media, such as the Twitter account for the Intervention and Advanced Learning Services (IALS) department~~ The social media team will be used to disseminate information to parents/guardians about Advanced Learning Services (ALS) programs and services.
- ~~AIG Parent/Guardian Guide~~ ALS will provide families/caretakers with an AIG Parent/Guardian guide that details ALS services and acceleration.
- ~~Creation of powerpoint shells for Parent/Guardian Information and 3rd Grade Explorer meetings at the school level~~ The ALS team will create PowerPoint shells and Google Slides/video recordings to ensure consistent messaging across WCPSS regarding advanced learning opportunities and gifted programming to be shared with all WCPSS families.
- Parent/Guardian Brochures will be sent to each school to provide information about AIG programming and services to all families.

- ~~Partnerships with community~~

- The ALS team will host at least one central services parent/guardian/family engagement event per year.
- The Advanced Learning Services team will have representation at high school parent/family events to share information and answer questions about advanced learning opportunities at the high school level (i.e., Honors, AP, IB, Governor's School, and CCP).
- The Advanced Learning Services Newsletter can be placed on the district website and pushed out through the school websites.

School to Parents/Guardians:

- ~~Parent/Guardian Information Meetings~~

- ~~3rd Grade Explorers Meetings~~

- ~~AIG Program information on school websites~~

- ~~Individual parents/guardians conferences and documents~~

- AIG teachers will host Parent/Guardian information meetings annually.
- AIG teachers at the elementary level will host a universal screener meeting for all 2nd grade parents/guardians/families.
- AIG will host individual parent/guardian conferences as needed.
- AIG program information will be shared on the WCPSS website as well as individual school sites.
- AIG teachers will provide, at minimum, quarterly updates/communications to all families regarding AIG programming and service delivery. These updates/communications may contain, but are not limited to, information about the universal screening process, identification procedures, service delivery options, and resources for families supporting gifted learners
- In addition to quarterly updates/communications, AIG teachers will host at least one event per school year to increase family engagement in the school's AIG programming.

Parents/Guardians to District/School:

- ~~Parent/Guardian Informational meetings~~

- ~~Individual parents/guardians conferences and documents~~

- ~~AIG Parent/Guardian Guide~~

- AIG teachers will host parent/guardian information meetings annually.
- AIG will host individual parent/guardian conferences as needed.
- ALS will provide families with an AIG Parent/Guardian Guide that details ALS services and acceleration.
- ALS will use one-to-one communications such as but not limited to phone calls, emails, and school-used applications ~~(such as Talking Points)~~.
- The Advanced Learning Services team will host parent/family focus groups to gather feedback about advanced learning opportunities in WCPSS.

- The ALS team will host an online survey for families to provide anonymous feedback regarding AIG programming.
- **Parents/guardians** can communicate directly with AIG teachers through email, school-used applications, and through conferences/meetings.
- Annual listening sessions for families **will be held** where invited **parents/guardians** will be able to share their feedback with the ALS team.

All parent/family communications will have **language** translation available based on need.

Practice B

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

District Response:

Community agencies and business partnerships offer critical support for gifted education and opportunities for gifted learners. Collaboration with colleges and universities provide opportunities for authentic, accelerated learning experiences for gifted students.

Advanced Learning Services is constantly working within the Wake County community to develop and enhance learning opportunities and support for the gifted students in WCPSS.

AIG Family Engagement Committee

The AIG Family Engagement Committee is a collaborative team that consists of the Title I Family Engagement Coordinator, an WCPSS AIG Teacher/Professor/student advocate, and members of the Advance Learning team. The work of this team has been to problem-solve the access gap of **students of color and other** underrepresented populations' access to knowledge of accelerative opportunities and how to navigate access. The goal is to educate families in Title I schools and create the practice of schools to also leverage those opportunities.

The ALS team has formed the Family Engagement Committee (FEC), which is a multi-team and multidisciplinary committee that supports expanding access to advanced learners for exposure to opportunities for college, career, and beyond. The Community Access Liaison for Gifted Learners **(CALGL), a contracted position supported by the FEC,** serves as a contracted liaison to connect students and families in 9th- 12th grade to community-based resources and opportunities, which aligns to the expectations stated in Article 9B. The legislation requires partnerships that boost the experience of gifted learners. This is in alignment with the Board-approved AIG Plan. The CALGL will leverage community-based opportunities for students in 9th -12th grade collaboratively with the Advanced Learning department. These opportunities include but are not limited to:

- College/University visits and/or information sessions
- Community-based internships and experiences

- Education students and parents about opportunities such as Career and College Promise, which is an opportunity for students to dually enroll in higher education classes while in high school

The Family Engagement Committee also supports the contracted position of Community Access Liaison for Gifted Learners (CALGL):

The CALGL supports the development and enhancement of partnerships with various community businesses and organizations. Some of the partnerships include: Goodnight Scholars (NCSU), Juntos (NCSU), NC Mathematics and Science Education Network Pre-College (NCSU) Program.

Local Businesses

The ALS Team department maintains contacts with several local businesses and educational venues to provide field trips, partnerships, and other opportunities for identified gifted students. This list will continue to grow as the ALS team seeks input and feedback from various stakeholders Essential Partners on how to advance the gifted programming of WCPSS.

Local Colleges and Universities:

~~The ALS department is partnering with Duke University~~ The ALS Team department is partnering with a local Institute of Higher Education (IHE) to provide WCPSS AIG teachers with professional development opportunities as well as credentialing courses.

Another partnership is through Wake Tech Community College and the College and Career Preparation program. AIG-identified 9th and 10th graders are eligible to apply to the CCP program in hopes of earning college credits while still enrolled in high school.

The ALS team partners with other teams, such as Title I, ESL, Indian Education, and Advancement via Individual Determination (AVID; in 11 different ES, MS, and HS), to provide college/university visits for high school students. These visits have included trips to Barton College, North Carolina Wesleyan, UNC Pembroke, East Carolina University, Wake Tech Community College, Elizabeth City State University, and other NC Promise Colleges).

Other Organizations/Entities/Non-Profits

The Advanced Learning Services team partners with:

- The North Carolina Advanced Placement Partnership (NCAPP) to support our Advanced Placement (AP) Instructors and Contacts within WCPSS high schools to expand excellence through more rigorous and relevant content and instruction
- WakeEd Partnership for providing opportunities for AIG Students from Title I Schools
- Greater Raleigh Chamber to form programs for gifted learners centered around future-ready skills as well as job and internship opportunities

- The NC School of Science and Mathematics to provide summer enrichment opportunities at the NCSSM Morganton Campus

~~Disseminate list and descriptions of existing partnerships/activities for families/students; targeting increased opportunities for families from underrepresented populations, including Governor's School and other similar programs.~~

Advanced Learning Services provides community outreach efforts in the following ways:

- Meets with community members representing underserved/underrepresented populations for a variety of events and community meetings.
- Works to build partnerships with local colleges, universities, and businesses to provide professionals as mentors and resources for AIG students as needed.

Practice C

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

District Response:

~~Stakeholder involvement~~ Collaboration with Essential Partners is critical in the development of the AIG Program and the success of the AIG Plan implementation.

The ~~AIG Equity Collaborative Team~~ Expanding Excellence Collaborative Committee (EECC) represents the diverse demographics of the community in which we serve. The committee participates in using data to problem solve implementation barriers and creates revisions when necessary related to AIG programming. The Director of ~~Intervention and~~ Advanced Learning Services (ALS) maintains the ~~AIG Equity Collaborative Team~~ EECC by selecting additional team members to participate in district meetings. The goal of this is to increase achievement and expand excellence for all students.

During the monthly ~~AEG~~ EECC meetings, the team utilizes their collective expertise and experiences to review and critique the AIG Plan. As part of this critique, small groups are formed to review and ensure that individual standards are being met with fidelity. Additionally, the team examines, through the use of available program data ~~and the logic model~~, any shortcomings in the drive for equitable and comprehensive identification and service delivery.

The ~~AEG~~ EECC is composed of school teachers and administrators, coordinating teachers, school psychologists, senior administrators, directors, senior directors, and other staff members from various departments in the central office. Members of the ~~AEG~~ EECC are representative of the following groups/departments:

- Advanced Learning Services
- School-based AIG teachers
- Professional Learning
- Data, Research, and Accountability
- Equity Affairs
- Multilingual Learners
- Special Education
- Counseling and Student Services
- Title I
- Magnet Programs
- Elementary School Programming
- Middle School Programming
- High School Programming

Additionally, the EECC includes parents/family members from WCPSS schools. Parent/guardian involvement is representative of various grade spans and different regions within WCPSS. Community partnerships are also represented within the EECC. These partnerships include members from Institutes of Higher Education, nonprofit organizations, parent groups, etc.

Practice D

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

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

District Response:

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

As outlined in previous practices (Standard 5, Practice A), information regarding advanced learning opportunities and gifted programming is available in multiple formats and languages. The ALS website houses all information about advanced learning opportunities and gifted programming. This includes information about K-12 identification, K-12 service delivery, enrichment opportunities during and after school, as well as video resources regarding the WCPSS AIG Plan and other promotional materials (i.e., Parent/Family Guides, AIG Brochures, etc.).

The ALS website will automatically link to school-based websites. The information will reflect feedback from various essential partners to ensure a high-level of utility for our parents/guardians.

Enrichment opportunities should be publicized to parents/guardians, students and the community to ensure all stakeholders Essential Partners have equitable access. Information

should be available in English and Spanish, as well as additional languages based on the district's population. Advanced Learning Services will collaborate with the Office of Translation and Interpretation Services to ensure parents/guardians have all AIG communication in their native languages.

Accessing Information in Native Language(s)

Advanced Learning Services strives to ensure equitable access of all AIG program information and encourages families to take advantage of programs/activities that provide challenging enrichment and exploration opportunities for AIG students. The Office of Translation and Interpretation Services supports translating pertinent AIG documents and coordinators interpreters, as needed, to support parent/guardian communication. AIG Program Family Brochures will be distributed to parents/guardians of limited English proficient students via Wake County's Center for International Enrollment. Schools will request additional AIG program documents to be translated in native languages when needed by accessing the district's Translation Request Form. Advanced Learning Services will coordinate with the Office of Translation and Interpretation Services to set up interpreters for district AIG parent/guardian information sessions. For schools, the AIG teacher will access the district's Interpreter Request Form to arrange interpreters for school AIG parent/guardian information sessions. This will ensure all parents/guardians have equitable access to program specifics and the tools needed to advocate for their child/children as needed.

Ideas for Strengthening the Standard:

- Family and community sessions centered around the AIG plan and advanced learning opportunities will be hosted regionally
- A communications plan will be developed in order to most effectively deliver information regarding advanced learning and gifted education to essential partners (such as, social media posts, parent/guardian emails, etc.)
- A monthly or quarterly newsletter for families and schools will be created by the ALS team
- Representatives from the ALS team will host informational tables/booths at community events (for both WCPSS and the larger community)
- ~~Creating effective two-way communication between the Advanced Learning Services department, schools, families and community about the needs of AIG students at different stages of their educational career. Effectively sharing news and accomplishments of the AIG program through a variety of methods (i.e. Wake WCPSS website, Twitter, Learning Central). Ensuring that relationships are fostered for more open communication among all stakeholders Essential Partners.~~
- ~~Collaborate with the Communications department to ensure pertinent information is accessible to all stakeholders Essential Partners via the Wake County Public Schools WCPSS website as well as each school's website. Collaborate with the Office of~~

~~Translation and Interpretation Services to provide translated materials and interpreters at AIG parent/guardian meetings and other AIG functions as needed.~~

- ~~● The AIG Equity Collaborative Expanding Excellence Collaborative Committee will continue to meet monthly to support, evaluate the implementation and the effectiveness of the plan using a developed logic model.~~
- ~~● Evaluate the effectiveness of current and/or past partnerships.~~
- ~~● Create and maintain opportunities for gifted students to experience academic programs through college/university partnerships.~~
- ~~● Build upon relationships with local colleges/universities, businesses and industries that create real world learning experiences for gifted students.~~
- ~~● Provide and collect survey data from partnerships to determine the effectiveness of the partnership as well as areas for improvement in order to increase opportunities and experiences for gifted students.~~

Sources of Evidence:

- Meeting agendas
- School Based Committee of Gifted Education team meeting agendas
- AIG websites
- AIG Parent/Guardian Brochure
- AIG Program Website (District and School)
- AIG Program Brochure
- AIG Parent/Guardian Guide
- Agendas and attendance records from information sessions
- Middle and high school course guides
- AIG district and school websites
- Brochures/Flyers
- Translation Request Form
- Interpreter Request Form
- "Year at a Glance" document with communication services
- Flyers for events and opportunities for gifted students
- Agenda and minutes from meetings with community partnerships

Standard 6: Program Accountability

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

Practice A

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

District Response:

Every three years WCPSS submits an AIG plan in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}). The plan is approved by the **Wake County** Board of Education and sent to **the** NCDPI Advanced Learning and Gifted Education Department for review and comment.

Stakeholders Essential Partners have opportunities to help develop the AIG plan and any local BOE policies associated with the AIG program. These essential partners are able to provide feedback with some of the following ways which include Event Surveys (i.e., Professional learning sessions, conferences, family events, etc.), direct emails, phone calls, community events, Essential Partner Listening Sessions, and open conversations with other WCPSS essential partners (i.e., Deans, Student Support Services, Central Services, and others). Feedback is used for revisions intended to improve the program.

The ~~AIG-Equity Collaborative~~ Expanding Excellence Collaborative Committee (EECC) ~~meets and has~~ ensures suggested revisions for policies related to the AIG program, as well as the plan itself, ~~are evaluated. All suggestions from various departments and stakeholders are taken into consideration upon creation.~~ The work of the ~~AEG~~ EECC is documented through agenda/meeting notes. ~~and Powerpoint presentations.~~

The AIG Program Plan is submitted to the WCPSS Student Achievement ~~Team, the Superintendent Leadership Team, Board Work Session as well as WCPSS Board of Education for review and approval~~ Committee for additional feedback, then brought to the full Wake County Board of Education for review and approval.

Practice B

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

District Response:

~~The Wake County Public School System is the largest school district in North Carolina and the fifteenth largest in the country. The AIG program must be closely monitored to ensure that services are delivered equitably and effectively in every school. Monitoring the program closely will also maintain awareness so that students, regardless of race, gender, socioeconomic status have opportunities to benefit from the AIG program.~~

~~The WCPSS AIG Plan is written in compliance with state legislation (Article 9B) and NC AIG Program Standards and approved by WCPSS BOE. It is critical to the success of the program that all components are in place and that stakeholders ensure the fidelity of the program. This ensures compliance within local BOE approved plan, state program standards, and state legislation.~~

~~School administrators must ensure that the AIG teacher role is utilized in accordance with local AIG plan, and supports the process and procedures as detailed in the plan to support growth of all students. Administrators are the direct supervisors and evaluators of AIG teachers. AIG teachers are charged with implementing the AIG plan as approved by the local BOE while being a productive member of a specific school faculty who is focused on supporting the growth of all students.~~

~~A comprehensive plan in compliance with state legislation and policy will be updated and approved by the WCPSS Board of Education. This plan will guide our work through the 2022-2025 three-year cycle and will lay the groundwork for more substantial program revision and implementation during the next plan period.~~

~~The ALS team developed the AIG Equity Committee (AEC) to monitor the fidelity of implementation for all AIG program components. At each AEC meeting, the committee reviews the AIG Plan and available data to ensure appropriate implementation and fidelity of the current plan. Additionally, the ALS team works with Data, Research, and Accountability (DRA) to implement the logic model which includes immediate, short-term, and long-term goals related to each standard of the AIG Plan. This logic model is reviewed by the AEC and district-level leadership teams to monitor the fidelity of implementation and success of the AIG Plan.~~

~~The ALS team also created an AIG workbook to assist AIG Teachers and monitor the fidelity of the implementation of the AIG program components. The ALS team works closely with AIG teachers to ensure the implementation of the AIG Plan at their local school. This information is also used by DRA and the AEC to inform progress within the logic model.~~

The WCPSS AIG plan is monitored on a regular basis at various levels in the organization to ensure programming and plan implementation is aligned to state legislation **as well as** state and local policies and practices:

Wake County Board of Education: The Advanced Learning Services team **frequently** shares progress data at the Student Achievement Committee meetings to discuss the progress of gifted

and advanced Learners in WCPSS. The Student Achievement Committee is a subset of the **school board** that focuses on Academic progress.

Expanding Excellence Collaborative Committee (EECC): The Expanding Access Collaborative Committee, consisting of various departments and schools in WCPSS, meets monthly to monitor the implementation of the AIG plan and monitor the progress of WCPSS students using various data points, and discuss strategies for improvement.

Advanced Learning Services (ALS) Team: This central-based team analyzes the data of each assigned school in WCPSS. Data is used to provide one-on-one support to AIG teachers and leaders in schools. The support of each school is tiered to provide leveled support based on the performance of advanced learners and access to accelerative opportunities. The ALS team analyzes all data to comparatively determine the progress of each school and region through the use of a data collection tool to determine how supports will be adjusted.

School-Based Committee for Gifted Education (SBCGE): Each school has a School-Based Committee for Gifted Education that is led by a school-based AIG teacher. This team is responsible for analyzing the data of the school and providing instructional support to teachers to help grow and develop advanced learners in the class. The AIG teacher also analyzes the progress of the students he/she serves and meets with the ALS team to discuss progress and needed resources and/or support.

Central-Based Committee for Gifted Education (CBCGE): The Central-Based Committee for Gifted Education is led by the central-based ALS High School Coordinator with other members of the ALS team. The committee reviews WCPSS 9-12 data annually to identify high potential High School students that are not yet gifted identified. By reviewing existing data for students, the ALS team can help determine if these students are eligible for gifted education. The data reviewed includes, but is not limited to, EOG/EOC, PSAT and SAT scores, weighted GPA, final exam grades for non-EOC grades (math and **ELA**), and AP/IB exam scores.

Surveys are given to various essential partners to inform programs **and** practices. The feedback is used at the district and school level.

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:

~~Funding for AIG from the state is calculated at four percent of average daily membership (ADM), whereas WCPSS identifies approximately seventeen percent of the total student population. Funds are limited and directed towards services for Academically or Intellectually Gifted Program through the payment of AIG teacher salaries and related benefits. Local monies are~~

~~allocated to support remaining staffing costs and provide supplies, materials, and assessments for program needs.~~

~~An annual budget plan is developed and monitored to ensure that expenditures are used only for Academically or Intellectually Gifted Program services. A daily running budget workbook is updated with each expenditure and encumbrance. Annual business cases are developed and presented to the Board of Education for consideration of additional local funding to support expansions of AIG Program services in subsequent school years. The ALS team is constantly researching available funding through grants and other sources to enhance gifted programming in the district.~~

~~The ALS Data Manager, the Secretary for Academic Programming and Support Program, and the Director of Intervention and Advanced Learning Services will develop and monitor 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.~~

WCPSS utilizes State and Local funds with the 4% allocation from the state to support AIG programming.

Teacher Salaries: Teacher salaries are maintained and monitored by the WCPSS Finance department. Funding requests are made annually by the Director of Advanced Learning Services to support the tiered teacher allotment model for all K-8 schools. The funding request is shared with senior leadership through a collaboration between the Director of Advanced Learning, Assistant Superintendent of Academics, and the Chief Academic Officer.

Professional Learning & Accelerative Opportunity Funding: The annual budget is developed by the Finance Department and maintained by the Director of Advanced Learning Services. All expenditures are in alignment with AIG program and accelerative practice guidelines, and state/local requirements. Fund expenditures are regularly monitored.

Practice D

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

District Response:

~~Student achievement data is one measure of the AIG Program's effectiveness. We extract and monitor student achievement and growth data as well as annual dropout data on AIG students for continual improvement.~~

~~Data is available regarding identified gifted students across the district. The ALS staff examines this disaggregated data weekly to inform school-specific support plans. The trends and patterns within this data are reviewed by the AEG and other district-level leadership teams to address~~

~~and shift mindsets, policies, and practices to achieve equity and excellence in gifted programming.~~

~~Local school AIG Staff utilizes this disaggregated data in discussions regarding identified gifted and highly capable students' growth with the School Based Committee for Gifted Education (SBCGE) using data-based problem solving. SBCGE meetings are conducted monthly. School staff will continue to use formative and summative assessment data to monitor AIG student growth. AIG program staff will continue to collaborate by using data to begin to break down barriers in gifted programs for underrepresented populations.~~

~~Annually, the SBCGE team uses summative data from EVAAS to determine the effectiveness of school-wide programming and the impact instruction, curriculum, and environment are having on student growth for identified gifted and high-potential students. On an ongoing basis, grade-level or subject-area PLTs examine formative data to determine where identified gifted and high-potential students are not demonstrating growth and develop plans to address those standards.~~

~~The high school AIG coordinators work with local schools to examine the Early Warning System (EWS) in ECATS to recognize trends and patterns to help prevent gifted students from dropping out. After reviewing this data, the high school AIG coordinators collaborate with high school counselors to help develop support plans to meet the needs of these students.~~

The ALS team accesses data in Oasis, Data Dashboard, and CV data files to monitor the progress of identified, Achievers, and Talent Developed students using **these data sets (not all inclusive): BOG, EOG, EOC, NC Check Ins, EVAAS trend data, etc.**

The ALS team also monitors the progress of students who access WCPSS Accelerative Opportunities, which include **(not all inclusive) Advanced Placement, Honors, IB, SSA, etc.**

WCPSS follows the NC Multi-Tiered System of Support framework, which employs a system approach of using data-driven problem solving to maximize student growth. When students require extension, acceleration, or intervention, schools are expected to utilize the multiple tiers of instruction and intervention to determine the best support needed for students. Students who need supplemental or intensive support are expected to have an intervention plan. The intervention plan includes identifying the problem using **data** and creating actions based on **it**.

Elementary & Middle: Data is used to support identified learners in the area of academic performance as well as service delivery, identification, and growth. Schools use the data to create annual goals and develop support aligned to the schools' improvement plan.

High School: Based on the data of identified 9-12 students accessing accelerative opportunities, **support from the ALS Highschool Coordinator is tiered and schools are identified as Partner Schools.** Partner schools with low identified AIG students and fewer students accessing accelerated opportunities receive the following targeted support:

- **Increase Access to Accelerated Opportunities (9th-12th)**

- CCP
- AP/IB
- Course Selection
- Governor's School
- **Post Secondary Prep (11th & 12)**
 - Tours
 - Applications
 - SAT/ACT/PSAT Prep
 - Resumes
- **Back on Track (9th - 12th)**
 - Identified/Talent Developed students who have failed **one** or more courses
 - Student in jeopardy failing current course

The Advanced Learning Services High School Coordinator also ensures that AIG students are accessing rigorous courses and receiving extra support to succeed in **them**. The ALS High School Coordinator tracks high school AIG students through data chats every nine weeks with the Deans at partner high schools.

This process also involves talking with the high school AIG students and advocating for them through policy changes, course placement, and other factors/barriers that may be preventing them from reaching their highest potential.

Advanced Placement: Data is collected, analyzed, and disaggregated to show student, school, regional, and district growth for participation and success in Advanced Placement courses and exams. This data is shared with school and district teams and is part of a broader partnership with the NC Advanced Placement Partnership (NCAPP).

Establishing School Supports: Prior to the school year, the Advanced Learning Services team analyzes available data to help determine targeted supports for schools (K-12). This data includes proficiency and growth data from EVAAS as well as data from other locally available sources. Throughout the school year, the Advanced Learning Services team analyzes available data sources, such as local progress monitoring data, NC Check-Ins, and CogAt Data, to adjust and modify specific school support based on the needs of gifted and Talent Developed students.

Practice E

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

District Response:

~~The Wake County AIG Program believes that gifted behaviors can be nurtured and the number of children from under-represented populations identified as gifted can be increased.~~

~~Information regarding referral, identification, services, and retention is stored in the SAGE database. This information is maintained by Student Information System (SIS) and can be used to disaggregate data in order to examine whether demographic factors serve as a barrier to access to gifted programming. The Advanced Learning Services team will partner with departments such as Data, Research, and Accountability and SIS to access and analyze this data.~~

~~Local norming is a collaborative effort between the ALS department and the Office of Student Assignment as well as Data, Research, and Accountability. The WCPSS local norming process seeks to identify high performing students in the context of their local neighborhood. This process has been established to help ensure various demographic factors do not limit a student from participating in gifted programs.~~

~~An important role of the AEG is to examine current policies and practices based on available student data. The AEG is a collaborative effort between WCPSS departments that utilizes the expertise of multiple stakeholders to support students from historically underrepresented populations, such as EL, twice exceptional, and economically disadvantaged students. Policies and practices surrounding referrals, identification, and screening are discussed at the AEG meetings to ensure that equitable and just practices are implemented throughout the district.~~

~~The AIG Program collects and reviews data from a variety of sources. WCPSS strives to expand participation by under represented groups through the use of K-2 Science Nurturing Program and Talent Development. This will expose students from underrepresented populations to advanced thinking skills. WCPSS will also host an annual program for rising 3rd graders (W.A.K.E We Accelerate Kids Every Day) that will help develop critical thinking through the use of complex text. W.A.K.E Camp will be offered to schools containing the lowest overall percentage of identified students in the gifted program. Students are selected using benchmarking data and teacher/principal selection.~~

The Advanced Learning Services team monitors all subgroup data to ensure the expansion of excellence by recognizing unintentional barriers for all subgroups in WCPSS, **in alignment to these** WCPSS Expanding Excellence Focused practices:

- Take action to disrupt disproportionality for individual students, student groups, communities, and schools to realize the Expanding Excellence and excellence goals of the district.
- Mobilize data systematically across classrooms, schools, departments, and the district ensuring all educators can identify, critically reflect, redesign, and transform outcomes to realize improved Expanding Excellence for all student groups.

The ALS team monitors the following data sets:

- Fall & Spring Headcount
- WIDA/ACCESS Scores
- Universal Screening Data

- Advanced Placement participation and exam passage rates
- Career and College Promise participation rates
- Dual enrollment participation rates
- Honors course participation rates
- High school students who are identified/Talent Developed students who have failed one or more courses and how they will attain the missing credit
- High school students who have below 60 percent in any current course(s) they are enrolled in

The data of each school is analyzed to determine how each subgroup is responding and accessing gifted programming or accelerative opportunities.

When analyzing the data the following questions from the WCPSS Equity Framework should be considered:

- How will this decision impact students or families disparately?
- What current disparities exist for these groups? How does the knowledge of any disparity shape teaching and learning for impacted **students?**
- What specific strategies are being used to mitigate opportunity gaps?
- How do I recognize and make use of the gifts, talents, and skill sets that each student possesses?

The ALS team also monitors:

- Referrals of students
- Identification of AIG students
- Services for AIG students
- Retention of AIG students

This data is monitored by school and by region to determine the support needed. This data is housed in a district platform that is accessible to all WCPSS leaders and central service employees.

Demographic Data:

The most current data for gifted identified students from the 2024-2025 school year reflect the following demographics:

Total AIG Students (K-12): 32225
American Indian or Alaskan Native: 47
Asian: 7585
Black or African American: 1971
Hispanic: 2239
Multiple: 1378
Native Hawaiian or Pacific Islander: 27
White: 19008

Practice F

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

District Response:

Teachers are required to hold full or a provisional license in Academically or Intellectually Gifted Education in order to serve as a school's AIG teacher.

WCPSS will recruit and retain appropriately licensed staff to fill positions who:

- Demonstrate knowledge in characteristics of gifted learners.
- Demonstrate knowledge of a variety of gifted services.
- Demonstrate the ability to differentiate and personalize education within the classroom.
- Identify gifted behaviors and create appropriate lessons to address their needs.
- Build capacity of core teachers to develop and deliver quality differentiated instruction.

If program staff do not adequately fulfill roles and responsibilities of the program, Advanced Learning Services will work in collaboration with school administration to provide support/assistants.

The Human Resources Department provides updated licensure records for AIG Certified teachers upon request. School administration and AIG Central Service staff will communicate on a regular basis to determine AIG staffing needs, concerns, and/or celebrations. The data is used by the ALS team to determine the level of support needed for staff and students.

Practice G

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

District Response:

~~The Advanced Learning Services department has an established AEG. The AIG Equity Collaborative team will meet regularly to evaluate program effectiveness, equity in program delivery across the district, and/or advocate for gifted students and recommend changes. This team includes principals, Central Service Administrators, AIG and classroom teachers, and Advanced Learning Services team members who meet regularly to review all aspects of the AIG Program and make recommendations for improvement. In addition, AEG will solicit student and parent/guardian feedback on the effectiveness of the program and to provide suggestions for improvement.~~

~~The Advanced Learning Services team partners with Data, Research, and Accountability to brainstorm strategies to solicit ongoing feedback from various stakeholders, including school administrators, classroom teachers, AIG teachers, students, and families. Some of these strategies include formal conversations with individual stakeholders, surveys, and focus groups. The data that is gathered is synthesized and reported to the AEC and other district-level leadership teams in an effort to ensure fidelity in program implementation.~~

Essential Partners are able to provide continuous feedback through the following:

- Event Surveys (i.e., Professional learning sessions, conferences, family events, etc.)
- Direct emails & Phone Calls
- Community Events
- Essential Partner Listening Sessions
- Open conversations with other WCPSS essential partners (i.e., Deans, Student Support Services, Central Services, and others)

Practice H

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

District Response:

~~Stakeholder perception and feedback as to the effectiveness of the AIG program is vital to continuous improvement. Additional feedback from stakeholders will increase the fidelity of the AIG Program.~~

~~As WCPSS ensures all programs and services are effective in meeting the needs of gifted learners, evaluations of programming and service delivery will take place through a variety of venues. It is an opportune time for the gifted program to reflect on its policies and practices and make informed, data-driven changes over the next three years.~~

~~The ALS team developed the AIG Equity Collaborative team to monitor the fidelity of implementation for all AIG program components. At each AEC meeting, the committee reviews the AIG Plan and available data to ensure appropriate implementation and fidelity of the current plan. Additionally, the ALS team works with Data, Research, and Accountability (DRA) to implement the logic model which includes immediate, short term, and long term goals related to each standard of the AIG Plan. This logic model is reviewed by the AEC and district-level leadership teams to monitor the fidelity of implementation and success of the AIG Plan. Once the logic model has been reviewed, needed changes to the short or long term goals are added and the appropriate data is then collected to support overall program needs.~~

One year before plan renewal, the Expanding Excellence Collaborative Committee and the ALS team facilitate a comprehensive evaluation of the practice of the AIG program in WCPSS. This

is done by reviewing various existing data sets as well as deploying surveys to determine perception and experiences from the following groups:

- Teachers
- Community Partners
- Students
- Leaders

The EECC then analyzes the data as it relates to each standard of the AIG plan to determine if the listed practice provided the desired results. The findings inform the new plan. This process also helps to modify practices prior to plan revision.

Practice I

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

District Response:

~~Data must drive decision making for continuous improvement. Feedback from stakeholders is used to measure effectiveness and set goals for improving the program.~~

~~The AIG Equity Collaborative Team will meet monthly to review data and program implementation using the team's developed logic plan. Based on the findings, annually, suggestions for revisions will be submitted to the WCPSS Superintendent Leadership Team, Student Achievement Committee, Stakeholders and WCPSS Board of Education to add the suggested revisions. Amendment will only be suggested if it supports quality of program, access and/or opportunity.~~

~~ALS partners with Data, Research, and Accountability to use the data collected from the logic model to create and share a comprehensive evaluation of the AIG plan. This evaluation is shared with stakeholders. The information from the evaluation is shared and discussed at the monthly AEC meetings in an effort to enhance current AIG programming.~~

The Advanced Learning Services team will highlight data from AIG Plan evaluations on the public-facing website to increase transparency and awareness for all essential partners. Additionally, the Advanced Learning Services team offers “State of Advanced Learning” at various professional learning sessions with AIG teachers and other Essential Partners. These “State of Advanced Learning” sessions offer insights into the progress of WCPSS advanced learning and gifted programming.

This overview data will also be shared with other Senior leadership to inform supports needed around advanced learners.

Annually, school leaders will receive overview data about the advanced learners in their building to inform teacher allocations and scheduling.

Practice J

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

District Response:

~~The Wake County Public School System and the Advanced Learning Services department believe that the parents/guardians of students must be informed participants of their student's educational programming. This extends to the identification and service delivery process for gifted students and those in Talent Development.~~ To ensure that students and families are afforded appropriate safeguards, policies and practices are enacted to maintain informed consent **of at** each stage of the gifted education plan.

Nomination and Referral: If a student is nominated and referred for initial gifted identification, parents/guardians must sign a Consent for Referral (Form 1017) which gives the local school permission to collect relevant data for identification purposes. This consent allows the school to administer standardized assessments relevant to the referral process as well as conduct observations of the student, analyze existing educational data, and collect gifted rating scales to complete the referral. The Consent for Referral (Form 1017) is available in both English and Spanish. AIG teachers will contact parents prior to the consent form going home to discuss details of the referral process.

Eligible for Services: If a student is found eligible for services (gifted identified or Talent Development), parents/guardians must sign the Consent for Services and Talent Delivery (Form 1021) in order for the student to receive services. Parents/guardians maintain the right to deny service delivery.

Reciprocity: Students transferring locally or interstate will continue to receive gifted services aligned to WCPSS in the area identified as gifted based on the previous school's determination. Reciprocity is accessed when a gifted/AIG student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for Military Children, transfers to WCPSS. Students must have documentation of previous gifted/AIG identification and adequate information submitted to determine appropriate placement in the area(s) of language arts and/or mathematics. The district reserves the right to perform subsequent evaluations, including formal or informal assessments, to ensure appropriate placement of the student.

The ~~AIG Equity Collaborative Team~~ **EECC team** will ensure all practices are aligned to Board Policies 3422A, Acceleration and Academic Achievement, and 3423, Assurance of Appropriate Services for Academically or Intellectually Gifted Students, and provide guidelines for meeting the needs of gifted learners. The AIG plan approved by the WCPSS BOE is guided by the NC AIG Program Standards and Article 9B from the **North Carolina General Assembly**.

~~The AIG Equity Collaborative Team will meet monthly to ensure that the rights of all AIG students are being safeguarded by working with AEG team members to ensure plan implementation.~~

~~Annually, parents/guardians and other stakeholders will be informed of their legal rights regarding AIG decisions.~~

WCPSS Board Policy 3423 indicates:

The AIG program assures that all students identified as Academically Gifted will be provided appropriate differentiated services according to the local plan adopted by the Wake County Board of Education. The local plan shall be reviewed and revised, as needed, at least every three years.

Legal Reference: G.S. 115C art. 9B; G.S. 115C-150.5, -150.6, -150.7, -150.8; State Board of Education Policies HSP-J-001, ACIG-0000. Procedures to Resolve Disagreements Regarding AIG Decisions Parents/Guardians have the right to disagree with the recommendations made at any of the following stages: Nomination, Referral, and/or Identification. The following procedures shall be used for resolution of such disagreements.

Procedure to Resolve Disagreements Regarding AIG Decisions

1. The parent/guardian may make a written request for a conference with the School-Based Committee for Gifted Education (SBCGE) to discuss concerns about the recommendation for identification or services. The SBCGE shall make reasonable efforts to meet and consider the appeal within twenty school days after receipt of the request. At a School-Based Committee for Gifted Education meeting:
 - a. Parents/Guardians may provide additional documentation for consideration by the SBCGE.
 - b. The SBCGE will share documentation used to support the committee decision and review additional documentation.
2. If the disagreement is not resolved at the SBCGE conference, then the parent/guardian may, within thirty school days of the SBCGE conference, make a written request for a conference with the principal. The principal will:
 - a. Review the recommendation with the SBCGE chairperson.
 - b. Grant the conference within ten school days of receipt of the request.
 - c. State their position in writing within ten school days after the conference.
3. If the grievance is not resolved through the conference with the principal, the parent/guardian may appeal in writing to the ALS Program Director. The ALS Program Director will:
 - a. Review all documentation concerning the unresolved issue.
 - b. Review the grievance within ten school days of receipt of the request.
 - c. Respond in writing within ten school days following the review.

4. If the grievance is not resolved through appeal to the Advanced Learning Services Director, the parent/guardian may appeal in writing to the Assistant Superintendent of Academics (Designee). The Assistant Superintendent of Academics (Designee) will:
 - a. Review all documentation concerning the unresolved issue.
 - b. Review the grievance within ten school days of the appeal.
 - c. Respond in writing within ten school days following the review.
5. If the grievance is not resolved through review by the Assistant Superintendent of Academics (Designee), then the parent/guardian may appeal in writing to the Area Superintendent. The Area Superintendent will:
 - a. Review all documentation concerning the unresolved issue.
 - b. Review the grievance within ten school days of the appeal.
 - c. Inform the Deputy Superintendent for School Performance of the grievance.
 - d. Respond in writing within ten school days following the review.
6. If the grievance is not resolved through review by the Area Superintendent, the parent/guardian may appeal in writing to the Superintendent. The Superintendent will:
 - a. Review all documentation concerning the unresolved issue.
 - b. Review the grievance within ten school days of the appeal.
 - c. Respond in writing within ten school days following the review.
7. If the grievance is not resolved through the review of the Superintendent, then the parent/guardian may appeal in writing to the Wake County Board of Education within ten school days following the written response from the Superintendent. The Board of Education will:
 - a. Review all documentation concerning the unresolved issue within ten school days.
 - b. Offer a final written decision within twenty school days after review unless the panel determines that additional time is needed for further review.
8. In the event that the grievance procedure fails to resolve the disagreement, the parent/guardian may seek pursuant to G.S.115C-150.8. The review shall be limited to:
 - a. The school administrative unit improperly failed to identify the student as an academically/intellectually gifted student, or
 - b. The plan has been implemented inappropriately with regard to the student.

Following the hearing the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Ideas for Strengthening the Standard:

- Continue to develop and strengthen efforts to solicit feedback from essential partners to better inform the next cycle for the AIG plan
-

- ~~Effectively monitor AIG teachers' roles and responsibilities, student identification procedures, service delivery options, community outreach opportunities, and other critically important components of the Wake County AIG Program.~~
- ~~Provide fidelity checks on the progress of AIG Program implementation as outlined within the WCPSS BOE approved AIG plan as requested.~~
- ~~Create an Administrator's Toolkit and an AIG Teacher's Toolkit to help monitor and ensure that services are delivered equitably and effectively in every school.~~
- ~~The goal is to develop a plan that strengthens the academic experience for students by collaborating with a variety of departments through the lens of continued improvement.~~
- ~~The AIG Equity Collaborative Team Expanding Excellence Collaborative Committee will work to ensure fidelity of implementation.~~
- ~~To increase communication with stakeholders Essential Partners regarding all aspects of the program including evaluation efforts.~~
- ~~Review and amend the AIG Plan annually based on need.~~
- ~~To continually evaluate and refine AIG Equity Collaborative team Expanding Excellence Collaborative Committee membership to most accurately reflect the diversity of the WCPSS community.~~
- ~~Disaggregate and monitor data on our underrepresented population over time. The AIG program will nurture gifted behaviors and aim to increase the number of children from under-represented populations identified as gifted.~~
- ~~WCPSS AIG Program will maintain AIG data in a more accessible and manageable platform. AIG Program Staff will use growth and dropout data to support students' individual growth. Data will be shared with AIG teachers and classroom teachers to inform instruction.~~
- ~~Develop and administer stakeholder Essential Partner surveys. WCPSS AIG Program will use this data to inform a review in anticipation of significant program changes in the next plan cycle.~~
- ~~To research and deploy a multi-year plan for the implementation of a performance-based budgeting process that links resources to planning and student achievement that reflects the educational priorities of the district.~~

Sources of Evidence:

- AIG Plan
- Meeting agendas
- AIG Budget and Spending Plans
- ORACLE
- Business Cases
- Student Achievement Data
- AIG Identified Student Dropout data
- EVAAS AIG Disproportionality Data
- District and Regional meeting agendas
- Headcounts of AIG identified students by subgroups
- ~~AIG Identification Pathways (demographic breakdown)~~

● ~~Cogat 3rd Grade~~

- Benchmarking
- List of AIG certified teachers
- Job descriptions for AIG Staff
- Meeting agendas/Minutes
- Powerpoint Presentation
- Survey/Evaluation tools
- AEG EECC member list
- Create an AIG Plan Implementation Timeline
- AEG EECC Minutes/Agenda
- WCPSS BOE presentation material
- Presentations
- Brochures and Pamphlets
- Website Links
- Meeting Presentations
- Surveys
- AEG EECC minutes
- AIG Identification Procedures
- Parent/Guardian Guide
- Consent for Evaluation Form
- Consent for Services form
- Differentiated Course Plan
- Differentiated Education Plan
- Workbook Documents Signed by Principal