

## Overview: Mission/Vision Statement and Funding

### **Guilford County Schools (410) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

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

\* Mission and/or Vision Statement(s)

#### **Guilford County Schools Mission**

Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.

## Guilford County Schools Core Values

**DIVERSITY** - We are committed to creating an educational organization where a variety of persons and perspectives are welcome. We are committed to providing an environment where students and staff from all cultures and backgrounds may succeed.

**EMPATHY** - We are committed to developing a culture where our employees identify with and understand the feelings of our students and parents as well as their colleagues.

**EQUITY** - We are committed to creating equitable and inclusive schools where adults take ownership for student learning outcomes and make sure students have what they need to succeed in school and in life. We will acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement. We will align resources to create equitable opportunities for students and employees. We will eradicate achievement gaps.

**INNOVATION** - We are committed to fostering a work environment where the goal is not to manage innovations but to become innovative. Problems are identified, adults in the district assume ownership of the problems, and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions are found, and clear and compelling goals are established.

**INTEGRITY** - We are committed to creating a school district that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards and treating everyone with respect.

The vision of Guilford County Schools (GCS) Academically Gifted Department is that all Guilford County Schools (GCS) will have equitable opportunities for students to engage in rigorous learning. Processes and procedures for Academically and Intellectually Gifted (AIG) services will be commonly understood by the school community and the community at large. The academic, social and emotional needs of advanced learners will be valued and supported by school and district membership. All school staff will share the responsibility and will collaborate to provide the most rigorous learning experiences for each student.

The GCS local AIG plan is a key strategy for fulfilling the district's mission and core values with the goal of maximizing the achievement of all students.

### FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 4,911,814.00	* \$ 2,328,506.00	* \$ 0.00	* \$ 2,100,000.00

## Standard 1: Student Identification

### Guilford County Schools (410) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 1: Student Identification

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

##### \* Practice A

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

The Screening and Referral process occurs for GCS students in grades K-12.

##### **Screening and Referral Grades K-5:**

The screening and referral process for K-5 students aligns to the district's two umbrellas of service which include Talent Discovery (grades K-2) and Talent Development (grades 3-5). In Guilford County Schools, "Talent Development" includes formally identified students as well as students who demonstrate high potential.

##### **Primary Grades K-2**

This screening and referral process potentially leads to consultative service through collaboration between the AG teacher and the classroom teacher.

Students in primary grades (K-2) may be referred for consultative service by a parent/guardian or teacher using the district-provided referral form. Additionally, elementary AG teachers regularly review assessment data from classroom, district, and state assessments as well as qualitative data such as peer interactions and exposure to above grade content to identify students who are performing well above grade level and who demonstrate the need for targeted differentiation beyond that of their grade-level peers. Students identified for K-2 consultative services and subject or grade acceleration are captured on an AG database to track services provided over time.

K-1 Nurture, offered in many of the district's Title I elementary schools, is an effort to expand the critical thinking skills of primary learners and increase the number of students qualifying for AG services. Grade 2 Nurture, offered in all GCS elementary schools, serves this same purpose. Students demonstrating specific critical thinking skills, as documented on a detailed observational checklist,

participate in small group enrichment to further build on the critical thinking displayed. Students participating in small group sessions are entered into the AG database to track services provided over time.

Students who meet early entrance to kindergarten requirements as outlined by the state of NC are entered into the AG database and receive consultative services. They are re-screened in second grade.

GCS honors previous placement of North Carolina students in primary grades from out of district who have been identified in a previous district by extending consultative services. These students are documented in the AG database.

#### Elementary Grade 2 – Initial Sweep Screen Process

This screening and referral process potentially leads to identification for Tier 1 Talent Development services or direct AG enrichment in reading and/or math (Tier 2 or Tier 3 Talent Development) provided by the AG teacher at each school. Eligibility criteria for Talent Development services is addressed in Standard 1b.

All second-grade students participate in a sweep screen using the Cognitive Abilities Test Form 8 during the specified screening window.

- Students with a current aptitude score are not required to test but may opt to participate. A score from an aptitude test administered by an eligible entity may be used for screening purposes.
- EC students with a severe cognitive disability are not required to take the test.

Any one of seven data points may be used to determine if a student is eligible for additional screening:

- Composite (VQN)
- Verbal /Non-Verbal (VN) partial composite
- Quantitative/Non-Verbal (QN) partial composite
- Verbal/Quantitative (VQ) partial composite
- Verbal (V) subtest
- Quantitative (Q) subtest
- Non-Verbal (N) subtest

Students who score at the 70%ile or higher on one or more CogAT data points are eligible to participate in additional screening with the administration of the Iowa Achievement Tests in math and reading. Students with a composite of 92%ile or higher are screened for potential Very Strong (VS) services, which are available beginning in grade 4, with the additional administration of the Iowa Achievement Tests in science and social studies.

Additionally, after receipt of CogAT results, teachers, parents, and community members may submit a referral which allows staff to evaluate other performance indicators for potential Tier 1 service. This referral form is available on the district AG webpage.

Collaboration occurs at the school level between the AG and EL teachers to identify EL students who matriculate through EL

programming at a faster rate than their EL peers or who demonstrate high potential and therefore may benefit from further AG screening.

#### Elementary Grades 3-5 – Annual Screening Process

This screening and referral process potentially leads to identification for Tier 1 Talent Development services or direct AG enrichment in reading and/or math (Tier 2 or Tier 3 Talent Development) provided by the AG teacher at each school. Eligibility criteria for Talent Development services is addressed in Standard 1b.

In the fall of their 3rd grade year, after the receipt of BOG Data, a student may receive further evaluation which could include additional aptitude or achievement assessments.

Math and reading End of Grade (EOG) scores for all third, fourth and fifth grade students are reviewed annually by the school's AG teacher and by the AG department staff to identify students who are newly eligible or eligible for a change in Talent Development services.

All students in grades 3-5 who are new to Guilford County Schools are systematically reviewed to determine the need for additional AG screening. School Data Managers notify AG teachers of newly enrolled students. The AG teacher reviews student data, and students with scores at or above the 70%ile are added to the screening pool to be tested during the next testing window. New families may also submit the *AG Referral Form*, which is located on the district AG webpage. Referrals may result in additional screening if available data and indicators warrant the need for further evaluation.

### **Secondary Screening and Referral:**

#### Grades 6-11 – Annual Screening Process

This screening process potentially leads to AG identification and recommendation for advanced coursework in math and/or reading.

Math and reading End of Grade (EOG) scores and Math I and English II End of Course (EOC) scores for all sixth through eleventh grade students are reviewed annually by AG department staff in collaboration with the Division of Accountability, Research, and Planning to identify students scoring at the 85%ile or higher.

Additionally, high schools use the College Board AP Potential report and a district-provided AP Discrepancy Report to actively recruit students, particularly those from underrepresented populations, for enrollment in Advanced Placement courses. Schools partnering with Equal Opportunity Schools (EOS) also use EOS student profiles to identify students for these advanced opportunities. Advanced courses are available through student self-selection and are not dependent upon AG eligibility.

### **\* Practice B**

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

The GCS criteria for AG eligibility is based upon the state definition of giftedness provided in Article 9B (N.C.G.S. § 115C-150.5) and thus specifically address both academically and intellectually gifted student profiles.

The state definition is as follows:

§ 115C-150.5. Academically or intellectually gifted students.

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

GCS uses the following PowerSchool acronyms to designate eligibility areas:

AM – Academically Gifted in Math only  
AR – Academically Gifted in Reading only  
AG – Academically Gifted in Math and Reading  
IG – Intellectually Gifted  
AI – Academically and Intellectually Gifted

## **GCS Pathways for AG Eligibility**

### **Eligibility for Consultative Services (K-2)**

Students in primary grades (K-2) are identified for consultative service when the results of summative and formative assessments indicate a need for acceleration and/or enrichment of grade-level content.

In grades K–2, students who have been approved for subject acceleration will be designated in the AG Database for Tier 1 services. Students who have been approved for grade acceleration will be identified as AM, AR, AG, or AI in PowerSchool according to the data collected by the Team for Academically Gifted (TAG) during the data gathering process.

Students are not formally identified for Talent Development services until grade 2, with formal pull-out services beginning in the fall of the student's third grade year.

### **Eligibility for Pull-Out Enrichment Service (3-5) (updated August 2023)**

Students are identified as AM, AR, AG, AI or IG in all elementary schools according to the following criteria:

#### **Advanced Academic Achievement (AM, AR, or AG)**

\*85<sup>th</sup>%ile or higher on a nationally normed achievement assessment in reading (AR), math (AM), or both subjects (AG) OR

\*Level 5 on the NC End-of-Grade in reading (AR), math (AM), or both subjects (AG).

#### **Academically and Intellectually Gifted (AI)**

\*Aptitude 90<sup>th</sup> percentile or higher AND

- achievement of 90<sup>th</sup> percentile or higher on a nationally normed achievement assessment in both reading and math OR
- Level V on the NC End-of-Grade test in both reading and math OR

\*Aptitude 90<sup>th</sup> percentile or higher AND

- Achievement in one subject area (math or reading) at the 90<sup>th</sup> percentile or higher and achievement in the other subject at the 85-89<sup>th</sup> percentile + performance task OR
- ~~Level 5 on the NC End-of-Grade test in one subject area (math or reading) and a score within 5 scale score points in the other + performance task (updated August 2024)~~

#### **Intellectually Gifted (IG)**

\*98<sup>th</sup> percentile aptitude composite

### **Eligibility for AG Service (6-12)**

After Grade 5, aptitude is no longer considered as a criterion for identification. The focus on achievement aligns with district placement parameters for advanced coursework. In all middle and high schools, students in grades 6-12 are identified as AG, AM, or AR according to the following criteria:

- AM: 85<sup>th</sup>%ile or higher on a nationally normed math achievement test OR Level 5 on the NC End-of-Grade math assessment
- AR: 85<sup>th</sup>%ile or higher on a nationally normed reading achievement test OR Level 5 on the NC End-of-Grade reading assessment
- AG: 85<sup>th</sup>%ile or higher on nationally normed math and reading achievement tests or Level 5 on the NC End-of-Grade math and reading assessments



### **Eligibility for Very Strong (VS) Service at the Academy at Lincoln (4-8)**

The criteria to participate in VS service at the Academy at Lincoln is:

- \*Aptitude 97%ile (nationally normed)
- \*Reading 97%ile on a nationally normed assessment OR Level 5 on NC End-of-Grade test and 97%ile performance
- \*Math 97%ile on a nationally normed assessment OR Level 5 on NC End-of-Grade test and 97%ile performance
- \*Science 95%ile on a nationally normed assessment OR Level 5 on NC End-of-Grade test and 95%ile performance
- \*Social Studies 95%ile on a nationally normed assessment OR composite Science and Social Studies at or above 95%ile
  
- \*“A” average in each of the four core subjects

A performance task option is available for students who meet Very Strong criteria in all areas except one, and that one area is within 5 points of the minimum required VS score. The student product in the deficient subject must earn a passing rubric score.

### **Private Testing**

GCS will accept scores from tests administered at the family's expense, by licensed psychologists outside of GCS to be considered for identification purposes for students currently enrolled in GCS according to the following conditions:

- Only one private test score may be used for AG identification (aptitude, math, reading, science or social studies)
- Prior notification of the intent to pursue private testing is required so that the family may receive appropriate counsel on the potential use of a private test for AG identification. Student must have scored 70th percentile or higher on the corresponding GCS-administered assessment.

Students not currently enrolled in a GCS school should contact the AG department to discuss testing options. Only one private test score will be accepted for AG identification.

### **New to GCS**

Students in grades 3-12 arriving in GCS from other North Carolina districts who were receiving AG services in their previous district will maintain AG eligibility and services will be determined based upon the most recent data. Eligibility will be verified through PowerSchool for districts with AIG Plans filed with the state and/or official AIG documentation.

Students who were identified for AG eligibility prior to grade 2 will be reassessed according to GCS eligibility criteria during the Grade 2 identification window.

Students in grades K-12 arriving in GCS from districts outside of North Carolina who provide documentation of AG eligibility in their previous district will be assessed for AG services according to GCS eligibility criteria.

### **Further Development of Student Potential:**



Students who do not meet the criteria for academically gifted identification may be served in Tier 1 of our Talent Development services. These students are captured on the AG Department database but are not documented in PowerSchool as academically gifted. Talent Development service opportunities in grades 3-5 include:

Maximizing Academic Potential (MAP)


- MAP service is appropriate for students who meet the following:
  - Aptitude score  $\geq 70^{\text{th}}$ ile; **and level 3 on NC End-Of-Grade math and /or reading OR**
  - Aptitude score  $\geq 70^{\text{th}}$ ile; **and Achievement score  $\geq 70^{\text{th}}$ ile on a nationally normed reading and/or math assessment**
- In schools where less than 10% of the 3–5 population has been identified for AG services, the school’s TAG may consider all available student data and school performance to identify 10% of the 3–5 population for MAP service and/or Advanced Learner services.

- MAP services may not be available in schools in which 10% or more of the school’s 3–5 population has met the district’s eligibility criteria for Tier 2 and Tier 3.
- To better address AIG identification gaps, students from underrepresented groups (as documented by district data) are prioritized when filling available MAP seats.
- MAP eligibility is reviewed annually in grades 3-5 by each school’s TAG team.

Advanced Learners

Students meeting the state’s criteria for SB500 but who do not meet AG eligibility criteria receive Tier 2 services without the need for TAG recommendation. Advanced Learner eligibility is reviewed annually in grades 3-5 by each school’s TAG team.

Because of the flexibility provided to address the needs in the local (school) setting, eligibility for MAP and Advanced Learner services is limited to the school for which the student was deemed eligible. Students who move within district are allowed to continue MAP or Advanced Learner services if space is available in the receiving school.

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### \* Practice C

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

The demographic breakdown of GCS student enrollment is:

- 43% African American
- 28% White
- 18% Hispanic
- 7% Asian
- 5% Multi-racial

Approximately 13.4% of GCS students, including PreK students, are identified for EC services and 7.7% are identified for EL services.

16% of the overall district student population is formally identified as AG. The demographic breakdown of this AIG subgroup is:

- 20% African American
- 53% White

- 11% Hispanic
- 11% Asian
- 5% Multi-racial

When we consider all students receiving AG services in GCS, 20% of the overall district student population receives AG services and the demographic breakdown is:

- 24% African American
- 48% White
- 12% Hispanic
- 10% Asian
- 5% Multi-racial

Approximately 1.8% of AG-identified students are also identified for EC services and less than one percent are also identified for EL services.

GCS is committed to increasing the cultural and racial diversity of students receiving AG services. Identification tools and procedures support these efforts in the following ways:

### **Referral:**

Research indicates that conducting a district wide screen, rather than relying solely upon referrals, is one of the most positive factors in providing equity and access to gifted services. Referrals for service are not required for a student to be evaluated for AG services but serve as an additional opportunity for adults to advocate for student needs and to ensure that students are not inadvertently missed.

The district's AG Referral form is available on the AG Department page of the website. In addition to referrals received from families who may opt out of the universal screening, a referral may also be submitted for the following reasons:

- Student new to GCS from out-of-state with previous AG identification and state or nationally normed data to review for GCS placement guidelines.
- Student, parent, teacher, or community advocate with data or other objective indicators of potential that have not been previously considered.
- Parent seeking acceleration consideration for their child.

### **Screening:**

The district offers the following universal screening opportunities:

### Grade 2 initial screening:

The first opportunity for screening for pull-out enrichment opportunities occurs with the universal administration of the Grade 2 CogAT. The 2<sup>nd</sup> grade CogAT diminishes concerns of language barriers as the entire test is pictorial and untimed. Due to the pictorial format and the nature of the online administration, the majority of student accommodations are accounted for within the test.

To ensure that parents/guardians maintain autonomy regarding their child's education, upon request a parent may waive this screening opportunity. In these cases, the parent/guardian may submit (1) a full aptitude score from an assessment administered by other school/district personnel for other school service decisions or (2) an AG Referral for school data to be reviewed for possible Tier 1 services.

During the universal screening window, the AG Department collaborates with the Exceptional Children (EC) Department and the English Learner (EL) Department to identify students in these special populations that need additional screening for AG services because their exceptionality may have affected their CogAT participation/score. These discussions occur at the school level as well as at the district level. At the school level EC/EL staff are able to communicate with the AG teacher regarding specific learning targets and academically gifted characteristics observed in the student. At the district level, this collaboration includes the intentional sharing of data that speaks to the student's strengths as evaluated through assessments administered by these two departments.

### High School universal screening:

At the high school level, the administration of SAT Suite and ACT college readiness assessments to all students in multiple grade levels provides additional universal screening opportunities for advanced coursework recommendations.

### Elementary Identification:

Formal identification for elementary talent development services does not begin until Grade 2, after the administration of the CogAT, with services beginning within the first 30 days of a student's third grade year. At grades K–2, students who have been approved for one of the following acceleration options are designated as academically gifted. Since this process is initiated by an AG referral, these opportunities for identification are available to all students regardless of race, ethnicity, socioeconomic status, and native language:

- Early entry into Kindergarten
- Subject acceleration
- Grade acceleration

At grades 3–5, the initial entry for identification begins with a sweep screen that occurs at Grade 2. The district's universal screening tool, the Grade 2 CogAT, is a nonverbal or pictorial assessment. As such, the design of the instrument allows for the evaluation of potential in a way that minimizes the impact that a student's use and understanding of language has on the test result. Additionally, the test developer provides the data to the district in a way that allows for the use of local (district level) norms. The use of local (district level) norms increases screening opportunities for all students, specifically students from culturally/ethnically diverse backgrounds; students who are economically disadvantaged; English learners; and those currently receiving EC services.

The following practices are available to all students, but are specifically targeted at increasing identification opportunities of students from underrepresented populations:

1. Use of composite, partial composite, and subtest aptitude data;
2. Providing multiple pathways to identification (these were highlighted in Standard 1a)
3. Offering additional opportunities for identification annually following the receipt of state End-of-Grade (EOG) data
4. Providing additional opportunities for referral (parent, teacher, student, community member) beyond sweep screen test scores

In addition to the above stated practices, in schools where less than 10% of the grade 3–5 population has been identified for AG services, the school's TAG may consider all available student data and school performance to identify 10% of the grade 3–5 population for Tier 1 services. These services may not be available in schools in which 10% or more of the school's grade 3–5 population has met the district's eligibility criteria.

### **Secondary Identification:**

At the middle grades, academically gifted identification is based on achievement only. This aligns with district placement criteria for advanced coursework as well as strategic goals to address the excellence gap. The data used for middle school identification is gathered from assessments that are available to all students with no referral required. As such, all 6–8 students have an equitable opportunity for identification. The following math and reading data are considered for middle school identification:

- NC End-of-Grade data (this is considered for currently enrolled students or students transferring from another NC public or charter school)
- State normed data from summative assessments (this is considered for students transferring from out-of-state)
- Data from nationally normed achievement assessments (this is considered for currently enrolled students who may have been assessed for other school programming or for students transferring from any public, charter, private, or home school)

In grades 9–12, students are counseled toward enrollment in advanced coursework such as Honors, Advanced Placement and International Baccalaureate using all available achievement and aptitude data, including student performance on college readiness assessments. To ensure that all students have access to these assessments, district and state funding are used to pay for a student's participation. As such, students from all demographics are afforded an equitable opportunity at academically gifted identification. The list below documents the funding source for the assessments used for high school course recommendations.

- PSAT: District pays annual administration at grades 10 -11
- PreACT: State pays for administration at grade 10
- ACT: State pays for administration at grade 11

In addition to addressing the barrier that finances may contribute to a student's ability to participate in these assessments, the district implements strategic procedures to ensure that school staff understand best practices for increasing student participation in these assessments.

Annually, the AG Department provides a presentation to School Administrators and School Counselors on the use of the AP Potential data. The AP Potential Report is generated by the College Board based on student performance on the PSAT/NMSQT college readiness assessment. Students whose calculated AP potential is at 50% are strategically encouraged to enroll in AP courses. In collaboration with the district's Division of Accountability and Research, an analysis of AP enrollment data in comparison with AP Potential data is conducted. This data is disaggregated to reveal trends in AP enrollment for students from underrepresented populations.

Additionally, a partnership with Equal Opportunity Schools (EOS) helps to shift the cultural mindset in high schools, to positively impact the sense of student belonging and to identify students with potential who are missing from AP courses.

### **Highly Gifted:**

The district is committed to identifying and serving students who have superior performance when compared to their peers. As stated in Standard 1B, the district identifies students for Very Strong (VS) services in grades 4–8. To further address the impact of one's race, socioeconomic status, culture/ethnicity, and other educational barriers (such as a school's Title 1 status and teacher retention rate), the AG Department uses a rubric that helps to quantify the impact of these areas on highly gifted. In addition to VS programming, the district offers two early college programs. In GCS, our early college programs allow students to complete most high school requirements in grades 9 and 10 and fully matriculate to full-time college enrollment in grades 11 and 12.

### **Annual screening and identification (grades 3-12)**

At the school level, End-of-Grade (EOG) and End-of-Course (EOC) test data is reviewed to identify students needing additional screening for AG services.

Once all district EOG and EOC data is available, the AG Department collaborates with the district's Division of Accountability, Research, and Planning to review district EOG and EOC data to ensure that students from underrepresented populations are not being overlooked for AG screenings, services, and identification.

#### **\* Practice D**

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

The reliability of the screening, referral, and identification process is ensured through the following processes:

- Bi-annual Fidelity Checks conducted with principals to review Plan implementation, including AG identification practices
- Organization, training and communication around the second-grade universal screening assessment is managed by the AG department and spearheaded at the school level by trained AG teachers
- Sharing of AG identification information during screening windows through official weekly principal newsletters
- Close monitoring by the AG department of the district AG database which compiles cumulative information on all students who have received further screening beyond the initial administration of the Cognitive Abilities Test sweep screen, which includes 100% of non-exempt second grade students
- Bi-annual individual compliance reviews of student AG folders, rosters and screening/identification process implementation conducted by the AG Teacher Leaders
- The required use of procedures, forms and letters for AG teachers and Team for Academically Gifted (TAG) chairs which are housed on a central AG shared site
- Mandatory AG teacher meetings to discuss screening, referral and identification procedures in the elementary school
- Systematic review by TAG chairs of all students new to GCS to determine prior AG service and/or the need for additional AG screening



- Mandatory TAG Chair meetings to discuss screening and identification procedures in the middle school
- The review of each student's eligibility profile by the school-based TAG Team with final approval of Student Eligibility Records (SER) by AG Central Office personnel
- The AG department-maintained district AG database which houses screening, identification and service data for all students in the AG screening pool. The database is updated to reflect any change in eligibility or service.
- AG Central Office staff updates of PowerSchool to reflect AG eligibility and alignment with the district AG database.
- District oversight and review of middle school math placement to ensure adherence to SB 500 legislation
- The delivery of the AP Discrepancy Report to high schools to ensure that students with potential are enrolled in appropriate coursework

### \* **Practice E**

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

Parents, school staff, and community members may access Academically Intellectually Gifted (AIG) screening, referral and identification procedures through the Academically Gifted page of the Guilford County Schools website. The full Board-approved AIG Plan is posted on the website as well as specific pages that summarize the identification process. The AG webpage is the most comprehensive source of information for current GCS families, for families who are new to the district as well as for district staff.

Under the 2022-2025 AIG Plan, the AG department will include on the AG webpage short informative videos to explain the referral, screening and identification process.

Elementary AG teachers and middle school Team for Academically Gifted (TAG) Chairs participate in school-based beginning-of-year informational sessions and events to explain the AIG eligibility process and spectrum of AG services.

The AG Department provides presentational documents regarding the screening and identification process to elementary AG teachers, curriculum facilitators, and middle school TAG Chairs to facilitate annual informational meetings with school staff.

### **Referral:**

The GCS AG Referral Form is available on the district AG webpage. Staff and families may also obtain the form from the TAG Chair at the school.

Information about the referral opportunities is included in screening and identification information sessions delivered by the AG Department.

Since GCS uses a universal screener, referrals for service are not required for a student to be evaluated for AG services but serve as an additional opportunity for adults to advocate for student needs.

### **Screening:**

Screening timelines and procedures are communicated to principals through the official district weekly principal newsletter.

In the fall, the AG department provides an informational flyer regarding the universal screening opportunity that occurs in second grade. This flyer is distributed during Open House events and provides a timeline for AG screening and identification. Prior to the assessment window, a letter is sent home with each second-grade student to notify parents about the administration of the Cognitive Abilities Test (CogAT 8). This letter communicates the purpose of the assessment and its use in the identification of students for gifted services. This communication is available in English and Spanish and other languages upon request.

The AG Department sponsors Guilford Parent Academy sessions, known as *Understanding the GCS Screening and Identification Process*, to disseminate information to parents and the community regarding the tools used to evaluate students for potential academically gifted services. These sessions are advertised using social media platforms and are offered virtually and recorded to expand access. The recorded presentation and resources, including an FAQ document and a summary flyer delineating the identification process, are posted on the AG Webpage for reference. Documents are translated into Spanish upon request and disseminated to families via the AG teachers at their respective school sites and posted on the AG Webpage.

### **Identification:**

The district AG Department provides letter templates for schools to use to communicate AG eligibility decisions following the screening and identification process.

Individual schools host informational sessions for newly eligible students and their families to share eligibility information and introduce service plans. Families have an opportunity to review and sign this documentation.

*Let's Talk*, a GCS communication tool is linked to the AG Department webpage and functions to address inquiries specific to AG programming and services asked by families district wide. Additionally, there is an "Ask the AG Department" link on the AG webpage which submits questions directly to AG central office staff.

### **\* Practice F**

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

The AG Department maintains a district AG database which compiles cumulative information on all students who have received screening beyond the initial administration of the Cognitive Abilities Test (sweep screen), whether or not they have been identified to receive AIG services. Multiple layers of data are documented for each student being screened including: aptitude and achievement standardized test scores, additional achievement, as well as other information pertinent to their eligibility, such as participation in Talent Discovery small groups. The database also documents current and previous services for which a student has been found eligible. The database archives annual standardized student achievement data and tracks any modifications made to a student's AIG record.

The Student Eligibility Record (SER) is generated from this database and is signed by members of the school Team for Academically Gifted (TAG) and by Central Office AG personnel. The SER indicates the tools and scores used to determine eligibility as well as the areas of identified service. AG Central Office personnel enter the eligibility information into PowerSchool.

Families receive an eligibility letter which includes a copy of the SER. An initial eligibility meeting is held for families to explain the SER, the data used to determine eligibility, as well as outline the services to be provided for each subject of eligibility. These meetings also include an overview of how programming will target the academic behavior and social-emotional needs of the students. A Differentiated Education Plan (DEP) which documents service eligibility and explains how services are provided is reviewed with families who sign to indicate acceptance of services for their child. The SER is reviewed with families and is also filed in the student's AG folder within the Cumulative Folder.

### **\* Ideas for Strengthening the Standard**

The AG Department recognizes the need to include more qualitative measures in the identification process as long as those measures will be used in support of student identification when the quantitative data does not necessarily reflect student potential. The AG Department will:

- research multiple currently available tools, including those which invite input from teachers, parents and community
- research student portfolio options
- develop a rubric which allows for equitable use of the qualitative data in the identification process
- develop parameters for required training on the use of the tools used to gather qualitative input
- pilot the use of the tools prior to the next AIG Plan cycle

In collaboration with the Division of Accountability and Research, the AG Department will investigate opportunities to use data from college readiness assessments such as PSAT, PreACT, SAT and ACT taken in high school to determine new eligibility for students in grades 9-12.

Additionally, the AG Department will:

- increase the presentational capacity of the AG department to offer “meet them where they are” sessions by training AG teachers to speak on district-wide processes for identification
- be more intentional in collaborating with the EC and EL contacts at the school to identify potential twice exceptional gifted students or high ability second language learners

## Planned Sources of Evidence

- \* AIG Plan
- \* District and school websites
- \* AG monthly newsletters
- \* AG teacher handbook
- \* AG database
- \* Agendas from school faculty meetings, district staff meetings, AG teacher meetings and Parent Academy sessions
- \* Feedback from stakeholders and survey results
- \* AG one-page information sheets (flyers)
- \* Student Eligibility Records (SER)
- \* AG student folders
- \* PowerSchool AIG state reports
- \* Team for Academically Gifted (TAG) notebooks with meeting agendas and minutes
- \* Documents regarding Very Strong (VS) service at the Academy at Lincoln
- \* Disaggregated AIG enrollment data
- \* Disaggregated AP/IB participation data

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

## Standard 2: Comprehensive Programming within a Total School Community

### Guilford County Schools (410) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 2: Comprehensive Programming within a Total School Community

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

#### \* Practice A

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

AIG programs and services differ according to grade span and are intended to best meet the needs of gifted learners in the specific educational settings.

Elementary AG services are organized under two umbrellas: **Talent Discovery** and **Talent Development**.

Services provided to students in grades K–2 are categorized as **Talent Discovery** because these services are offered without a student having to meet established criteria. These services allow both the classroom teacher and AG teacher to discover a student's potential and tendency towards critical thinking and creative thought.

Services provided to students in grades 3–5 are categorized as **Talent Development**. This array of services is provided to students based on the student meeting established criteria that considers a student's demonstrated achievement and aptitude. As such, the student receives the Talent Development service that best aligns to student strengths and develops the student's ability to complete advanced academic tasks, creatively problem solve and apply new knowledge.

#### K-2 Consultative Services

- Collaboration and consultation between AG teacher and general education teacher to identify differentiation strategies best suited to meet the individual needs of high performing students referred for consultation in reading and math in the general education classroom.

- This service includes collaboration and consultation between the AG teacher and school counselor to identify appropriate activities to support the social and emotional needs of high performing students that can be incorporated into the differentiation strategies used by the classroom teacher.

#### K-1 Nurture Services

- At select schools, the AG teacher or an assigned AG Nurture Specialist conducts weekly whole group lessons in kindergarten and first grade classrooms to cultivate the academic and intellectual talents of these students and to create scholarly classroom environments that fully engage students in the learning process.
- First grade students may also be served in small group settings to further evaluate student potential and plan individual student programming accordingly.

#### Grade 2 Nurture

- At all schools, AG teachers conduct whole group sessions in second grade classrooms for the purpose of fostering creative and critical thinking skills.
- Instruction focuses on critical thinking and metacognitive skills and familiarizes students with test-taking strategies to ensure equitable opportunities for all students.
- During the lesson, the classroom teacher observes and makes note of evidence of academic and intellectual strengths.
- AG teachers work with small groups on specific thinking skills.

#### Subject and Grade Acceleration

- Available with demonstrated need and are subject to principal approval.
- The AG department provides guidance using the *Iowa Acceleration Scale*.
- Students approved for subject or grade acceleration are serviced by the AG teacher via K–2 Consultative services or 3–5 Pull-Out Enrichment opportunities that align to the student’s demonstrated need.
- At grades 6–12, students approved for subject or grade acceleration are serviced by required enrollment in the appropriate accelerated courses that align to the student’s demonstrated strengths.

#### Grades 3-5 Differentiation in the Regular Education Classroom

- AG students are clustered in classrooms with teachers who are trained to work with gifted students.
- Teachers are expected to regularly differentiate instruction for AG students, based on pre-assessments and observations of skill mastery.
- At the elementary level, the student’s Differentiated Education Plan (DEP) clearly documents that the student is supported via “Differentiation in the regular education classroom and pull-out enrichment AG services”. Classroom teachers use a district-provided template to document effective practices for acceleration, extension and enrichment used with their academically and/or intellectually gifted students as well as the advanced learners assigned to their classes.

#### Grades 3-5 AG Pull-Out Enrichment

For students in grades 3–5, the district provides three opportunities for pull-out enrichment services. The district views these as **Talent Development** opportunities because the provided service aligns to the student’s demonstrated talent and allows the AG



teacher to develop strengths and provide targeted support in areas of need. The district's three Talent Development tiers are:

- **Maximizing Academic Potential (MAP) Pull-Out Enrichment Services (Tier 1):** AG teachers provide direct instruction in the AG classroom for a minimum of 40-60 minutes per week. The MAP curriculum strengthens critical and creative thinking skills and may provide additional support in math and/or reading, according to student need. Students identified for MAP services have yet to meet the district's criteria for formal AG identification but demonstrate high achievement in their local learning environment. These students benefit from participation in engaging activities that build on strengths and target areas of need. If scheduling and student numbers necessitate, MAP may be provided in a multi-grade setting.
- **Academically Gifted Pull-Out Enrichment Services (Tier 2):** AG teachers provide direct instruction in the AG classroom for a minimum of 90 minutes per week in each subject area of eligibility. Students identified in reading are served in AG Reading; students identified in math are served in AG Math and students identified in both areas are served in AG Reading and AG Math. If a school cannot accommodate the recommended block of 90 minutes at a time, two 45-minute blocks are acceptable for each subject area of eligibility. In this tier, the AG teacher implements concept-based curricular units selected or developed by the AG Department which provide opportunities for extension of grade level reading and/or math state standards. The units are culturally diverse and infused with future-ready content and skills.
- **Academically and Intellectually Gifted (AIG) Pull-Out Enrichment Services (Tier 3):** AG teachers provide direct instruction in the AG classroom for a minimum of 90 minutes per week in math and in reading plus an additional 40-60 minutes per week for intense enrichment. Students identified for AIG services meet the district's criteria for both aptitude and achievement performance. In this tier, the AG teacher implements additional interdisciplinary concept-based curricular units selected or developed by the AG Department, which address all four content areas of the NC state standards through appropriate extension and enrichment of grade level standards. The units are culturally diverse and infused with future ready content and skills that address cross-curricular skills.

#### Grades 3-5 Intellectually Gifted (IG)

- Students who are Intellectually Gifted are assessed individually as to their demonstrated strengths and needs. IG students may be served through:
  - o Pull-Out Enrichment services;
  - o Consultative services to address the dissonance between aptitude and achievement; or
  - o Other services as determined by Team for Academically Gifted (TAG).

#### Grades 4-8 Very Strong AIG Service (VS)

In our district, VS is the highest level of services provided to students who have been identified for academically gifted services. These students receive full-time, self-contained services in all four core subject areas. VS service is offered exclusively on the campus of the Academy at Lincoln. The curriculum framework allows students to engage in complex, higher level, integrated thinking patterns, which transfer across the disciplines. Students experience a curriculum that has been compacted to facilitate accelerated pacing, including high school courses NC Math I, NC Math II and English I. The structure facilitates social/emotional support for highly gifted students.

#### Grades 6-8 Advanced Coursework and Differentiated Instruction

At the middle grades, students identified for academically gifted services are served through enrollment in advanced coursework. The Differentiated Education Plan (DEP) for these students details the embedded opportunities for differentiation when compared to the district's grade level units of study. In addition to district requirements for appropriate clustering of identified students, the following guidance is provided to school administrators and counselors as they schedule students:

- Students who meet the district's requirement for academically gifted identification in the area of reading, should be placed in the advanced ELA course for their grade level. The district's advanced ELA courses offer increased depth and complexity of curriculum as well as accelerated pacing. Currently, for students enrolled in the district's VS Program or Advanced Academic Middle School Magnet, the advanced ELA pathway includes placement in English I, at grade 8. For the 2022–2025 plan, the district will develop an implementation plan that allows all eligible students, regardless of their school, to opt to enroll in English I.
- Students who meet the district's requirement for academically gifted identification in the area of math, should be placed in one of the accelerated math sequences which include high school Math 1 and Math 2 unless recent achievement data does not meet district placement criteria which corresponds to NC Senate Bill 500 guidance.
- Teachers of advanced courses, in which academically gifted students are enrolled, must hold AIG licensure with the state or have met the LEA minimum requirements for teaching academically gifted students.
- Although the district does not formally identify students as academically gifted in the areas of science or social studies, for the 2022–2025 AIG Plan, the AG Department will partner with the STEM (Science) and Social Studies Departments to develop the curriculum needed for Advanced Science and Advanced Social Studies to launch by Fall 2026.

#### Grades 6-8 Academic Magnet

- Brown Summit Middle School Center for Advanced Academics offers advanced academic curriculum to prepare students to be successful in honors and Advanced Placement courses at the high school level. Rigorous instruction is provided in the core curriculum. In addition, each student receives three years of Latin instruction.
- The magnet has a criteria-based application. Students who meet eligibility criteria may apply during the district's magnet application window.

#### Grades 9-12 Advanced Coursework

At grades 9-12, students identified for academically gifted services may be served through enrollment in advanced coursework.

Under the 2022-2025 AIG Plan, the Differentiated Education Plan (DEP) for these students is embedded into the student's Four-Year Plan and specifically documents the student's academically gifted designation. As such, in their annual guidance sessions, school counselors are reminded to include discussions regarding appropriate scheduling and other enrichment opportunities that align to the student's post-secondary goals.

As students transition from middle school to high school, the AG Department provides a district-wide informational presentation that highlights the following high school opportunities designed to meet the instructional needs of academically gifted students:

- AG students in high school are encouraged to enroll in honors, Advanced Placement (AP), International Baccalaureate (IB) and college courses.

- AP courses are available at all district high schools with the exception of some Middle Colleges that offer dual enrollment opportunities. Advanced coursework is available to non-AG students.
- The AP Capstone program is offered at two district high schools. Students participating in the Capstone program can earn an AP Capstone Certificate or Diploma.
- IB courses are available at four district high schools that offer the IB Diploma. IB courses are available to all students in an IB school, and students from other schools may apply to attend an IB school in pursuit of the IB diploma.
- Early college matriculation is available for high-performing students through the district's early college programs. In our district, students enrolled in an early college program complete honors and Advanced Placement courses in 9th and 10th grades and are matriculated as full-time college students in 11th and 12th grades. Currently, our district provides two early college programs located on the campuses of Guilford College and North Carolina A&T State University. The application process is highly competitive. The STEM Early College at NC A&T caters to qualifying students looking to pursue interests in STEM fields while the Guilford College program has a liberal arts focus.
- The district has 6 signature academies that focus on careers that are projected to be in high demand both in our state and nation. Students apply for these programs via the district's highly competitive magnet and school choice process. These programs are:
  - o Academy of Computer and Information Science
  - o Academy of Advanced Manufacturing and Engineering
  - o Academy of Biomedical Technology and Specialized Health Science
  - o Academy of Transportation, Distribution, and Logistics
  - o Aviation Academy

The AG Department will host virtual information sessions for high school AG students with guest speakers on topics of college, career and life aspirations. A Canvas Course will be developed, and all AG high school students will be enrolled each year. This Canvas Course will serve as a means of communicating relevant enrichment opportunities and resources as well as other topics and events useful for high school students.

#### Grades K-12 Thematic Magnets

- The district offers a variety of magnet programs throughout the district K-12 which address an array of thematic and curricular emphases that may be of interest to AG students to develop their critical and creative thinking, collaboration, communication, leadership, problem-solving and other future ready skills. Themes include: Leadership, Global Studies, International Baccalaureate, Spanish Immersion, Performing and Visual Arts, STEM, and Career and Technical pursuits.



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## \* 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.

Social and emotional traits of gifted students include enhanced manifestations of the following: divergent thinking ability, excitability, sensitivity, perfectionism, perceptiveness and self-awareness. The social and emotional needs of underrepresented student populations in gifted education have even more specialized needs that need to be met to maximize their potential. GCS AG teachers and Nurture Specialists are trained in recognizing these unique traits in students and infusing lessons with resources and supports that address their unique social and emotional needs.

### K-2 Consultative Services

- As stated in Standard 2a, K-1 Consultative services include collaboration and consultation between the AG teacher and school counselor to identify appropriate activities to support the social and emotional needs of high performing students that can be incorporated into the differentiation strategies used by the classroom teacher.

### K-1 Nurture:

- As stated in Standard 2a, at select schools, the AG teacher or an assigned AG Nurture Specialist conducts weekly whole group lessons in kindergarten and first grade classrooms to cultivate the academic and intellectual talents of these students and to create scholarly classroom environments that fully engage students in the learning process. Kindergarten and first grade students participate in small group enrichment with like-minded peers of similar ability levels, promoting peer-to-peer collaboration and fostering continued growth of critical thinking skills.

### Grade 2 Nurture:

- As stated in Standard 2a, at all schools, AG teachers conduct whole group sessions in second grade classrooms for the purpose of fostering creative and critical thinking skills. Students demonstrating academic and intellectual strengths participate in small group enrichment with like-minded peers of similar ability levels, promoting peer-to-peer collaboration and fostering continued growth of critical thinking skills.

### Grades 3-5 AG Pull-Out Enrichment

In grades 3–5, students participating in Talent Development opportunities receive pull-out enrichment services with their like-ability peers. Pull-out classes consist of no more than 20 students per section in order to foster opportunities for collaborative learning, exploration and investigation into real-world topics and areas of interest as outlined in the AG curriculum.

### Team for the Academically Gifted (TAG):

Each elementary and middle school has a Team for Academically Gifted (TAG) which is the governing body for AIG programming in the building. The purpose of TAG, led by the school's AG contact, is to bring together key staff members within the building who can speak to the academic and social-emotional needs of high-performing students. TAG partners with social workers and school counselors to

ensure the social and emotional needs of gifted students within the building are met. TAG discussions include topics such supporting the needs of twice exceptional students, programming and resources for drop-out prevention, best practices for supporting the unique social emotional needs of AG learners, and the implementation of these practices as they monitor AG services. TAG also partners with the school-based Multi-tiered Systems of Support (MTSS) team to ensure that appropriate social-emotional supports are present at each learning tier by providing opportunities for students to explore areas of interest.

To better communicate the social and emotional needs of AG students, the elementary AG teachers and middle school TAG chairs convey a quarterly newsletter which includes an article which raises awareness about the unique needs of these learners among parents and teachers.

The Guilford chapter of Partners for the Advancement of Gifted Education (PAGE) leads the community charge to support the academic and social/emotional needs of gifted students in the district. The chapter frequently sponsors speakers and webinars on topics of social-emotional support for AG students as well as professional development opportunities for teachers of AG students.

Elementary AG teachers, middle school TAG chairs and high school AP/IB Coordinators receive training on topics such as Growth Mindset, Habits of Mind, gifted characteristics and their implications for gifted learners. They are encouraged to provide similar training in their school buildings using the presentations and resources provided by the AG Department with the goal of supporting the unique social and emotional needs of gifted learners in the regular education classroom.

The Character Education Department sponsors a districtwide social and emotional awareness program. The AG department was represented on the Social and Emotional District Planning Team to ensure that the unique needs of gifted students are included in decisions and initiatives.

### **\* Practice C**

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

The focus of major district initiatives and the district's Strategic Plan is primarily based on supporting struggling scholars, closing achievement gaps and increasing access to resources and opportunities. While these areas of focus are necessary and of utmost importance, they often do not specifically include the academic and social-emotional needs of advanced learners.

The AG Advisory Board membership includes a member of the Board of Education so that district policy or procedural discussions at the Board level can include informed representation of the needs of AG learners.

The AG Department continues to foster collaborative relationships with other departments across the district to ensure that the needs of AG students are included in district conversations and decisions.

- The AG Director meets bi-monthly with other directors in the division of Teaching, Learning and Professional Development, which provides opportunities to raise awareness about gifted programming with other curriculum and instructional leaders.
- The AG Department is able to provide timely updates regarding AG services to principals and Curriculum Facilitators through the district's weekly electronic newsletters.
- The AG Coordinator works closely with the EC Compliance Coordinator and the EL Program Specialist regarding students who receive both AG and EC/EL services.

Over the course of the 2022-2025 AIG Plan, the AG Department will strengthen collaborative opportunities by fostering:

- Intentional collaboration with content directors to ensure that NC standards are accurately reflected in Tier 1 and Tier 2 AG service opportunities.
- Intentional collaboration with Counseling Services to ensure that counselors have access to lessons that support the unique social and emotional needs of advanced learners (i.e., organization, habits of mind, other executive functioning skills)
- Intentional collaboration with Social Studies and STEM departments around the creation of Advanced Social Studies and Science courses in middle school.
- Intentional collaboration with the MTSS department to strengthen opportunities for the enrichment component of the support structure.

The AG Department focuses efforts on providing adequate resources and support for AG teachers, TAG Chairs and AP/IB Coordinators so that advanced students in every school have access to appropriate programming and instruction. AG curricular and instructional resources are a supplement to district-adopted common curricula that are implemented in all regular education classrooms. These supplemental resources are provided by the AG Department to support AG enrichment programming. The AG Department has redesigned the AG Scope and Sequence to align with similar documents used by other curricular departments to facilitate consistent communication. The AG Department also maintains a central library with resources that are available for checkout.

The AG Department oversees district initiatives such as the partnership with Equal Opportunity Schools (EOS) in alignment with the district's efforts to close opportunity and excellence gaps that exist between racial groups. Other programs and initiatives that align with the district focus on access and opportunity for all are Pre-AP, AP Capstone, and the expansion of high school course offerings in middle school.

#### **\* Practice D**

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



In order to facilitate flexible grouping for instructional purposes throughout the year, the district uses data to guide initial student placement into classrooms in the following ways:

- Clustering of academically gifted identified students and, when needed, similarly performing peers who have yet to be identified. These high performing students are scheduled into classes so that each student can interact with likeminded peers. The AG Department offers the following clustering guidelines of these high performing students:
  - o Classrooms with up to 15 students, should contain 3–4 high performing students. If the grade level has 5 or less high performing students, all high performing students should be assigned to one classroom.
  - o Classrooms with 16–20 students, should contain 5–6 high performing students. If a grade level has less than 5 high performing students, all high performing students should be assigned to one classroom.
  - o Classrooms with more than 20 students, should contain at least 7 high performing students. If a grade level has less than 5 high performing students, all high performing students should be assigned to one classroom.

To ensure that these clustering guidelines are maintained, the AG Department will implement the following compliance procedures:

- Each Spring following the district's registration window, the district's Student Information Department provides the following data to the AG Department:
  - o Class rosters that include the students' PowerSchool number for each 3–5 math and reading class. The AG Department uses this data to cross-reference the placement of all students who received AG services (this includes those who were not yet identified). When it is determined that students were not scheduled according to the district's clustering criteria, the principal and School Support Officer are notified for immediate correction.
  - o For rising 6<sup>th</sup> grade students, a file that includes the students' PowerSchool number and their middle school placement for the upcoming year. The AG Department uses this data to cross compare to ensure that all middle schools are aware of the students who are transitioning to their schools who received AG services during their 5<sup>th</sup> grade year (this includes those students who received AG services but were not formally identified).
  - o At grades 7–8, class rosters that include the students' PowerSchool number for each advanced/accelerated course. The AG Department uses this data to cross-reference the placement of high performing students. When it is determined that students were not scheduled according to the district's clustering criteria, the principal and School Support Officer are notified for immediate correction.
- Each Fall, within the first 30 days of the school year, the AG teacher meets with the school's administrative team to complete the **Fidelity Checklist**, which verifies appropriate placement of high performing students.

In addition to the required clustering of AG students for classroom placement, schools are instructed to use the district's assessment and analytics platform (currently Performance Matters) to access student-level data to use during grade-level PLCs and other data discussions to facilitate flexible grouping and instructional decisions.

Additionally, analytics visualization tools are used to create school-specific Data Walls. Both the Data Wall and the assessment and analytics platform integrate AG data allowing schools to filter by this specific subgroup. This provides schools with real-time access to data that can be used to guide ongoing classroom grouping and grade level in the following ways:



- MTSS implementation of structured Intervention/Enrichment (IE) time to provide a dedicated time for enrichment activities beyond the district's requirement for differentiation within the classroom and/or participation in pull-out enrichment services
- Classroom collaborative groups that are formed based on classroom data as well as the data available via the assessment and analytics platform
- Flexible and fluid instructional groups to intentionally address the current readiness of individual students

### \* Practice E

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

The AG Department webpage is the most comprehensive source of information regarding AIG programming and services, including:

- the state gifted law Article 9b
- the local AIG Plan
- criteria for AG identification
- an AG/Talent Development by the Numbers Dashboard documenting the overall demographic breakdown by school district-wide
- promotional videos on AG services and instruction
- professional development learning opportunities
- AIG add-on licensure scholarship opportunity
- digital resources for PreK-12 enrichment activities for teachers
- descriptions of services offered in grades K-12

In addition to the webpage, the AG Department communicates to teachers, school administrators and support staff in a variety of ways:

Elementary AG teachers, middle school Team for Academically Gifted (TAG) Chairs and high school AP/IB Coordinators attend monthly meetings hosted by the AG Department. To ensure consistency, these personnel receive common presentational documents for use in school wide communication and timely articles and publications pertinent to gifted education to share with appropriate school staff.

#### Teachers:

Elementary and middle school TAG membership includes administrative, Exceptional Children (EC), English Learners (EL) and grade-level representation which facilitates the communication of pertinent AIG Plan information with other staff members and supports collaboration in the delivery of differentiated services and instruction.

TAG Chairs use this structure to communicate important information at the beginning of the year, including reminders on how to access student AG eligibility information through PowerSchool in order to clearly identify students on their classroom rosters who require appropriate differentiation. Teachers are also reminded of the minimum local professional development requirement for teachers who have clusters of AG students in their classrooms or who teach advanced courses. Information regarding available sessions of the AG professional development series are shared throughout the year.

AG teachers utilize various social media networks employed by their assigned schools to promote AG services with regard to student projects, enrichment, club announcements and curriculum topics of study.

The AG Department sponsors a cohort of grade level teachers to develop and maintain the *Differentiation Strategies for Advanced Learners* Canvas Course intended for multiple disciplines across K-12 standards. The site provides curated resources which teachers can access to gain overarching concepts of acceleration, extension and enrichment in order to adapt instruction for the academic, social and emotional needs of students who are quick to master grade level standards. Use of the Canvas Course is promoted by content departments, through Curriculum Facilitator Notes and during TAG meetings.

#### Administrators:

Annual Fidelity Checks are completed in elementary and middle schools to foster conversations with administration regarding best practices in gifted programming, student scheduling and placement with qualified teachers.

The AG Service Guidelines document addresses district expectations for cluster grouping practices and teacher preparation, appropriate use of AG teacher time, and minimum time requirements for AG services. This document is sent to principals individually with their notifications of AG allotment and teacher placement for the upcoming school year.

Cluster grouping expectations are also included in the district's Academic Scheduling Priorities document which is used each spring to assist principals with master calendar planning.

The AG Department takes advantage of existing GCS communication outlets such as GCS News Briefs and Leadership Action Updates to inform administrative staff of important information related to AG programming and AIG Plan implementation. AG personnel also participate in the Summer Leadership Institute to provide updates and increase support for the consistent and equitable implementation of AG services districtwide.

#### Support staff:

The AG Department communicates through weekly CF Notes to share timely information around AG programming with Curriculum Facilitators. This can include curriculum updates, AIG licensure scholarship opportunities, AG professional development offerings, and strategies to support classroom teachers with extending and accelerating instruction for advanced learners. AG personnel also participate in monthly Curriculum Facilitator meetings when appropriate to provide in-depth insight and discussion around implementation of AG services.

Under the 2022-2025 Plan, the AG Department will use the communication of monthly Counselor checklists to share timely updates and reminders for School Counselors. AG personnel participates in districtwide Counselor meetings to discuss AG topics such as social and emotional supports and lessons for advanced learners, appropriate supports for AG students in high school as denoted on the Four-Year Plan, participation on the Elementary TAG Team, collaboration with the Curriculum Facilitator at the middle school level as TAG Chair, Governor's School and other opportunities for gifted learners, and recruitment for advanced coursework in high school.

Under the 2022-2025 Plan, the AG Department will collaborate with District Relations to create and maintain a one-page flyer summarizing AG programming at each grade span, as well as Frequently Asked Question (FAQ) documents to address common inquiries regarding identification and service. Summary flyers will incorporate links to more detailed information on the AG webpage, including student testimonials, brief informational videos on screening and identification and various opportunities for gifted and talent development students.

**\* Practice F**

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

As students are identified as academically gifted, their identification is documented in PowerSchool based on their area(s) of eligibility. In addition, AG student folders, containing current documentation about a student's AG eligibility and service, as well as participation in enrichment and extracurricular activities, are readily available in the student's cumulative record, which follows the student from school to school.

AG TAG Chairs at each elementary and middle school use the local AG database to generate rosters of AG-identified students to facilitate course placement. At the elementary level, site-based school administration, instructional staff, and the TAG team are involved in the scheduling of pull-out enrichment to ensure the appropriate implementation and continuation of AG services. In addition, the AG teacher provides annual site-based professional development that includes an overview of AG programming at each grade level, required services for eligible students, and best practices for differentiation for gifted students in the general education classroom.

The communication that occurs during monthly TAG meetings includes a discussion around students eligible for AG services and the facilitation of AG programming at the school level.

The AG Department participates in annual district registration meetings with School Counselors to provide information about expectations for student placement in advanced courses to ensure AG service delivery. During the Elementary and Middle School Registration meeting, the department provides information about Advanced ELA and accelerated math placement criteria. During the Middle and High School Registration meeting, the department presents expectations and recommendations for AP and IB course recruitment.

The AG Department hosts timely AG Transition information sessions for AG families, including families new to GCS, to inform them of the differences in AG services from elementary to middle and middle to high. The sessions address academic expectations and opportunities, social and emotional challenges that the student may face in a new learning setting and offer suggestions for supporting and advocating for student success. During these meetings, AG student panel members from a variety of different schools, grade levels, and representing a variety of advanced opportunities share their academic experiences and insights with other AG students and families in transition.

At the end of each school year, to help facilitate the transition of 5th grade AG students to middle school, AG teachers meet with parents to discuss the differences in service at the middle school level and have parents sign a new Differentiated Education Plan (DEP).

To specifically support the transition of AG students to high school, the AG department hosts an Academic All-Star summer camp for rising 9th graders, which provides a rigorous experience to help prepare students for honors, AP and IB programs in 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.

The district provides an array of opportunities for students to experience accelerated learning as detailed below:

#### Content-Based Acceleration:

Content-based acceleration includes a variety of strategies that provide students with advanced content, skills, or understanding before the expected age or grade level. In content-based acceleration, students typically remain with peers of the same age and grade for most of the school day but receive higher grade-level instruction via advanced content. The following types of content-based acceleration are available in GCS:

- Acceleration within the grade-level classroom:

An approach to instruction that allows the student to work on higher grade-level content in the regular classroom in lieu of grade-level instruction. This is typically accomplished through differentiation practices implemented by the classroom teacher, which may include curriculum compacting. In these cases, the teacher uses pre-assessments to document grade-level proficiency on specified standards. Using the results of the pre-assessment the teacher adjusts the curriculum pacing for the student.

- Curriculum Compacting:

Instructional practice of creating a scope and sequence that allows students to experience higher grade-level content within a lower grade level or course sequence. This practice is currently used on a district-wide basis in the accelerated math sequences in grades 6-8. The Very Strong (VS) program, which is the district's service for highly gifted scholars in grades 4-8, compacts all core content. Curriculum compacting can occur within an individual classroom or across a grade level in a school and is determined through the use of pre-assessments which indicate student mastery of content prior to instruction. Through curriculum compacting, instruction can be adapted to omit previously mastered concepts and proceed to new material.

- Credit by Demonstrated Mastery (CDM):

Procedures outlined by the North Carolina Department of Public Instruction which allow a student to receive credit for a course without completing classroom instruction by completing two phases of assessment:

- o Phase I: A standard exam, which shall be the EOC where applicable or a final exam developed locally.
- o Phase II: An artifact that requires the student to apply knowledge and skills relevant to the content standards. Performance tasks may be required.
- o Students must demonstrate mastery, not just proficiency, on Phase I to be eligible for Phase II.

Details regarding this acceleration option, including the assessment timeline, are clearly explained on the district public website. Individual requests for CDM should be directed to the student's assigned school counselor. The CDM process is available to all students; however, it is not meant as an acceleration tool for an entire group of students and is offered in addition to other acceleration opportunities.

- Advanced Placement (AP) Courses

College level courses taught by high school instructors in the high school setting. These courses are open enrollment and thus accessible to any high school student who wishes to enroll. High schools actively publicize and recruit for these options to ensure that all students and families are familiar with the opportunities and benefits.

- International Baccalaureate (IB) Courses

A pre-collegiate course of study taught by high school instructors in the high school setting. All students enrolled in a high school that offers IB courses may choose to enroll. Students may opt to pursue an internationally recognized IB Diploma. Students who do not attend an IB high school may apply to transfer to an IB school to pursue the full IB Diploma.

- Single-subject acceleration:

The student must be achieving at least one grade level above his/her assigned grade level in the subject for which acceleration is being sought. Subject acceleration shall not be limited to core content subjects (e.g., a musically gifted student who demonstrates the need for acceleration). Steps for recommending single-subject acceleration include the following:

- o **Step 1:** Referrals for single-subject acceleration may be initiated by the child's parent, teacher, or by a community stakeholder by submitting the district's referral form.
- o **Step 2:** The completed referral form is submitted to the appropriate school-based staff: AG teacher (elementary level), TAG Chair (middle school level), or assigned School Counselor (high school level).
- o **Step 3:** Once the request is received, the school-based staff member will contact the AG Department for the *Iowa Acceleration Scale (IAS): A Guide for Whole Grade Acceleration*, to use as a guide for gathering appropriate qualitative and quantitative data for consideration.
- o **Step 4:** The school will gather data that must include qualitative observational data from time spent in the next grade level subject or subjects in order to complete the following six sections of the Iowa Acceleration Scale:
  - General Information
  - School History
  - School and Academic Factors
  - Developmental Factors
  - Interpersonal Skills
  - Attitude and Support
- o **Step 5:** Upon completion of the previously listed steps, at the elementary and middle school levels, the IAS will be used by TAG (which must include the student's parent/guardians and classroom teacher(s)) to facilitate discussion on the academic and social-emotional characteristics of the student to determine the appropriateness of formally established subject(s) acceleration for the current academic year. Subject acceleration does not result in a change in the student's official grade level.
- o **Step 6:** TAG will make a recommendation to the school principal who, by state statute, has the authority to make appropriate student placements. If the student is recommended for subject acceleration, the student will be placed in

the AG database as Talent Development (TD).

#### Grade-Based Acceleration:

Commonly known as “grade skipping”, grade-based acceleration strategies typically shorten the number of years a student spends in the K–12 system. In grade-acceleration, a student is placed on a full-time basis in a higher-level that is typical given the student’s age.

Types of grade-based acceleration available in Guilford County Schools (GCS):

- Early Entrance to Kindergarten

Unlike other grade-acceleration options, early entrance to Kindergarten does not necessarily shorten the number of years a student spends in the K–12 system but shortens the wait to begin school. The state of North Carolina dictates the Early Entrance to Kindergarten policy. Referrals for Early Entrance to Kindergarten are initiated by the child’s parent or legal guardian. The parent will contact the district’s Academically Gifted (AG) Department to document their request. The procedures for Early Entrance to Kindergarten are located on the AG Department’s website.

- Whole-grade Acceleration (grade skipping)

To be considered for whole-grade acceleration, the student must be achieving at least two grade levels above his/her assigned grade level.

Steps for recommending grade acceleration include the following:

- o **Step 1:** Referrals for grade acceleration may be initiated by the child’s parent, teacher, or by a community stakeholder by using the district’s referral form.
- o **Step 2:** The completed referral form is submitted to the appropriate school-based staff: AG Teacher (elementary level), TAG Chair (middle school level), or assigned School Counselor (high school level).
- o **Step 3:** Once the request is received, the school-based staff member will contact the AG Department for the *Iowa Acceleration Scale (IAS): A Guide for Whole Grade Acceleration*, to use as a guide for gathering appropriate qualitative and quantitative data for consideration. Families pursuing the request for acceleration are responsible for fees associated with private testing as outlined in the Private Testing section of the AG webpage.
- o **Step 4:** School will gather data that must include qualitative observational data from time spent in the next grade level subject or subjects in order to complete the following nine sections of the Iowa Acceleration Scale:
  - General Information
  - School History
  - Critical Items
  - Assessment of Ability
  - Assessment of Achievement
  - School and Academic Factors
  - Developmental Factors
  - Interpersonal Skills
  - Attitude and Support
- o **Step 5:** Upon completion of the previously listed steps, at the elementary and middle school levels, the IAS will be used by TAG (which must include the student’s parent/guardians and classroom teacher(s)) to facilitate discussion on the academic and social-emotional characteristics of the student to determine the appropriateness of formally established grade acceleration.



o **Step 6:** TAG will make a recommendation to the school principal who, by state statute, has the authority to make appropriate student placements. If the principal makes the decision for grade acceleration, the student is officially placed in the next grade as documented in PowerSchool and the student will be placed in the AG database as Academically Gifted (AG).

- Early Entrance to College

In GCS, there are two ways students can be admitted to college early: Early Graduation and Dual-Enrollment programs.

- o Early Graduation: Students who take advantage of early graduation finish high school in less than four years by increasing the amount of coursework taken each year in high school in order to meet NC graduation requirements early. For guidance around early graduation, the student and his/her family should consult with the student's assigned school counselor. Annually, the Student Information Department will provide to the AG Department a list of students who exited Guilford County Schools as "Early Graduates".

- o Dual Enrollment: Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credits they can take with them after high school graduation. Career & College Promise offers these pathways:

- College Transfer – designed for students planning to continue their education career beyond high school to eventually achieve an Associate's or bachelor's degree. For guidance on using CCP for college transfer credit, the student and his/her family should consult with the student's assigned school counselor. Annually, the Counseling Department will provide to the AG Department disaggregated data regarding students who participated in CCP transfer credit opportunities. Schools might use AP Potential Report to recommend students for college course work. Schools should track college course participation rate of their students, disaggregated by race and gender.

- Career & Technical Education (CTE) – allows students to begin a certification or diploma program in a particular technical field or career area. For guidance with using CCP for CTE certifications or diploma programs, the student and his/her family should consult with the school's Career Development Coordinator. Annually, the CTE Department will provide to the AG Department disaggregated data regarding students who participated in CCP certification or diploma opportunities.

- Cooperative Innovative High Schools – North Carolina's early/middle colleges and other innovative high schools that are characterized by their small student population and their location on the campus of a college/university or community college allow students to simultaneously work toward completion of both the high school diploma and an associate degree, transferable credit, or certificate. Guilford County Schools has 11 Cooperative Innovative High Schools. Specifically, appropriate for gifted learners, the district's two Early Colleges allow students to complete the majority of their high school graduation requirements during the first two years of enrollment before matriculating as full-time college students at the host university. Enrollment in these programs is a part of the Magnet/School Choice process. Data regarding student enrollment and participation is available through all state and district-wide reports.



## \* Practice H

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

In GCS, we believe that excellence can be found in every demographic. Unfortunately, due to systemic reasons, not all students have equitable opportunities in the development of their gifts and talents. To that end, the district is intentionally addressing mindset, policies and practices to positively impact access to advanced learning opportunities.

The AG Coordinator, a central office position, was created specifically to oversee the department's efforts to ensure equitable access to AG programming and to research and develop opportunities that capitalize on the potential of underserved populations. The AG Coordinator addresses equitable opportunities by ensuring an intentional district focus on:

- changing Mindsets of Instructional Staff through Professional Development
- strategic use of student data at all levels to uncover gaps in opportunity and access
- equitable summer enrichment programming

### **Changing Mindsets of Instructional Staff:**

To be seen, students must be understood. In gifted education, this requires professional learning opportunities that allow teachers to understand the intersectionality of race and socioeconomic status. Teachers must learn to recognize and value the cultural uniqueness that allows students of color to express their giftedness in ways that differ from their white peers or peers from higher socioeconomic status. To that end, instructional opportunities are available that highlight the history of gifted education and the missingness of students of color and students of poverty. The district has set the following policies for the completion of this content:

- Teachers who are assigned to AG-identified students but do not hold their AIG licensure must complete the district's 2-Day AG PD Series. During Day 1, teachers complete the following modules that address equity in gifted education:
  - o Addressing stereotypes in gifted education
  - o Recognizing giftedness in underserved populations
  - o Addressing the excellence gap
  - o GCS equity practices
  - o Best practices for low-income, high-ability students
  - o Cultural learning styles
- Teachers providing elementary AG services (AG teachers) must complete the following content:
  - o Equity in Gifted Education (Course 1)
  - o Equity in Gifted Education (Course 2)
- Annually, during the beginning-of-year workdays, the AG Coordinator provides a professional development session for the district's assigned VS teachers that focuses on culturally relevant pedagogy for highly gifted students from diverse backgrounds.

### **Practicing Strategic Use of Data:**

Over the past few years, the AG Department has established a more collaborative relationship with the district's Division of Accountability, Research, and Planning. Through this partnership, the AG Department has been able to better use data to identify trends

in student identification for and participation in academically gifted services. Highlights are as follows:

- A public facing data dashboard housed on the AG webpage that allows all stakeholders to compare the demographics of students receiving academically gifted services to the portion of students reflected in overall district demographics.
- Use of district enrollment data to monitor the use of AP Potential data to identify and recruit students who demonstrate potential. The AG Director is also lead project manager for a partnership with Equal Opportunity Schools which seeks to shift the mindset regarding student potential and to increase diversity of participation in these courses.
- Calculation of district and school Representation Indexes to have discussions regarding underrepresentation that consider the proportional distribution of student groups in the district/school.
- At grades 2–8, TAG Chairs are provided an Excel file that summarizes achievement and applicable aptitude student data. The AG Coordinator formats the file using a color-coding system that allows TAG Chairs the ability to quickly visualize student performance as well as use Excel filters to group students by performance. The use of electronic data eliminates errors which may occur with the use of printed rosters.
- Registration data for the AG Department's summer enrichment programs, Academic All-Star Camp and AG Explore Camp, is cross referenced with student demographic data to ensure proportional representation from all schools as well as all demographics.
- Summary assessment window data is generated to analyze district trends in the number of students receiving AG services when compared to previous years.
- For the 2022 AIG Plan, including a student's CogAT profile score in the district's Data Wall as another piece of data that better helps a teacher understand how to build upon a student's strengths.

The AG Department has also refined the use of qualitative data in addition to quantitative data when making decisions regarding a student's eligibility for the district's highest level of academically gifted services, VS services. As a result, the AG Department has implemented a rubric review of all students being considered for VS services. The use of the rubric ensures the stability of the program and that student demographics align with the district's overall population. The use of the rubric serves to address the various circumstances that impact the performance and achievement of students from underrepresented populations, including, but not limited to:

- Institutional Racism
- Low Socioeconomic Status
- Cultural Gaps
- Educational Barriers (such as Title I, low teacher expectations)

### **Equitable Summer Enrichment Programming:**

The AG Department offers two summer enrichment programs, the Academic All-Star Camp (AASC) and the AG Explore Camp. The AASC is for rising 9<sup>th</sup> grade students. The students are selected for the camp by a process that compares their performance to their school-based peers and invites the top 10% of the grade 8 class from each middle school to participate in the camp. The AG Explore Camp is offered to rising 4<sup>th</sup> – 6<sup>th</sup> grade students who are receiving services from the AG Department, whether or not they are officially identified as AG in PowerSchool.

In addition to the strategic use of data for student selection, the AG Department ensures that a family's financial status or access to transportation do not impede a student's ability to attend either of these camps. This is done by the implementation of the following practices:

- Students attend at no cost
- Transportation is provided
- Camps are located at Summer Feeding sites and breakfast and lunch are available to camp attendees
- General school supplies (paper, pencil, colored pencils, etc.) are provided

In addition to these policies and practices implemented to address equitable access to advanced learning opportunities, direct AG programming has also been designed to widen access and opportunity through multiple layers of Talent Development opportunities.

### **Elementary:**

#### **Talent Discovery and Talent Development Services:**

In our district, elementary AG services have a high level of community appeal. As such, the AG Department intentionally reviews trends in gifted education to implement systems that ensure that gifted and advanced learners are afforded the opportunity regardless of their race, ethnicity, or socioeconomic status. To that end, elementary AG services are organized under two umbrellas: **Talent Discovery** and **Talent Development**.

Services provided to students in grades K–2 are categorized as **Talent Discovery** because these services are offered without a student having to meet established criteria. These services allow both the classroom teacher and AG teacher to discover a student's potential and tendency towards critical thinking and creative thought.

Services provided to students in grades 3–5 are categorized as **Talent Development**. This array of services is provided to students based on the student meeting established criteria that considers a student's achievement and aptitude abilities. As such, the student receives the Talent Development service that best develops and stretches the student's ability to complete advanced academic tasks and creatively problem solve and apply new knowledge.

The Talent Discovery and Talent Development services that aim to address underrepresentation in gifted services are as follows:

#### **Talent Discovery**

- **K–1 Nurture:**

The K-1 Nurture Program is offered in Title 1 schools with small numbers of AG identified students. A Nurture Specialist or AG teacher provides whole group and small group instruction in Kindergarten and First Grade classes using the Primary Education Thinking Skills (PETS™) curriculum. The goals of this program are to cultivate the academic and intellectual talents of K-1 students from culturally and economically diverse backgrounds; to increase the numbers of students eligible for the district's Talent Development services; and to create scholarly classroom environments that fully engage students in the learning process through curriculum resources that reflect the culture and lived experiences of the school's community.

- **Grade 2 Nurture:**

Available at all schools, the Grade 2 Nurture program continues to cultivate the academic potential of primary aged students. As with the K-1 Nurture Program, students are instructed using the PETS<sup>TM</sup> curriculum. Since the program is offered at all district elementary schools, students from underrepresented populations but who may not be as impacted by socioeconomic status are able to participate in lessons that aim to increase their representation in the district's Talent Development programming.

## **Talent Development**

For the 2022 AIG Plan, the AG Department will implement a tiered system for identification, which will result with three tiers of Talent Development services. The implementation of this tiered system requires the department to analyze data that considers a student's performance when compared with school, district, state, and/or national norms.

- **Tier 1: Maximizing Academic Potential (MAP):**

Students in Grades 3-5 who do not meet the established criteria for formal academically gifted identification but who demonstrate high potential may receive talent development services through Maximizing Academic Potential (MAP), the first tier of the district's elementary Talent Development services. When less than 10% of a school's population in grades 3-5 has met the criteria for academically gifted identification, student data, both quantitative and qualitative, is further analyzed to identify the school's top 10% in those grades. These students will receive MAP services. In schools where 10% or more of the school's grade 3-5 population meets the criteria for academically gifted identification, the school offers MAP services based on the capacity of the AG teacher's schedule to accommodate this service. At any school that offers MAP services, students from underrepresented groups are prioritized for participation. Although MAP services will not increase the number of students who are formally identified as academically gifted in PowerSchool, it will increase the number of students, particularly students from underserved populations as well as students from Title 1 schools, who are receiving services from the AG Department and thus having the opportunity to nurture their demonstrated potential and need to be recognized as a top performing student in their local school environment.

- **Tier 2: Academically Gifted Services**

The second tier, Academically Gifted Services, is the tier that the AG Department anticipates will result in more students from underrepresented populations receiving academically gifted identification. Students with an achievement performance at the 85<sup>th</sup> %ile or higher will receive academically gifted services regardless of their aptitude performance. For this level of services, students will participate in pull-out enrichment lessons that have been designed to be more academically based and extend concepts taught in the regular education classroom.

- **Tier 3: Academically and Intellectually Gifted Services:**

The last tier in the tiered system is Academically and Intellectually Gifted Services. To become eligible for this tier of service, a student must have both achievement and aptitude at the 90<sup>th</sup> %ile or higher. The AG Department anticipates that the establishment of this tier will allow the district to address the need to nurture both high achievement and high ability in our

students, and to better differentiate service for highly gifted students. The AG Department anticipates that students from all demographics will be reflected in the number of students served in this level of service. As such, curriculum resources will be secured that not only address the need for depth and complexity; but also ensure that such resources are sensitive to the cultural needs of all learners. Such resources will accurately portray the lived experiences of those in the school community while also offering activities that allow these students to use their creativity to address current and future social issues in a way that builds upon their academic understandings.

**Secondary:**

At the secondary level, the district implements the following practices to change mindsets and broaden access to advanced opportunities:

At the middle school level, the district provides summer “Bridge” opportunities for students to move to a more accelerated math sequence or “track”. This ensures that a student’s initial course placement in sixth grade does not limit advanced course options in future years. Students who do not start in an advanced or accelerated math course can access content over the summer which covers the necessary standards to move into an advanced sequence the following year. These bridge opportunities are available virtually or in person.

The Pre-AP framework is currently implemented at three district high schools. This framework was developed by the College Board to give all students the opportunity to learn the foundational knowledge and critical thinking skills they need to achieve their full potential. The course frameworks are aligned to College and Career Readiness and Advanced Placement standards. Since the Pre-AP course frameworks are implemented with all students in the school, they offer the foundation for increased access to AP courses by levelling the playing field through the provision of rigorous grade-level instruction and by raising awareness about Advanced Placement options. The district is investigating opportunities to expand the implementation of Pre-AP to additional school sites over the course of the 2022-2025 AIG Plan.

Currently nine district high schools partner with Equal Opportunity Schools (EOS) which is a program specifically designed to ensure that low-income and students of color have equitable access to the most academically intense high school programs and succeed at the highest levels. The partnership provides tools for identifying students from underrepresented populations who are missing from AP and IB classrooms and works with schools to develop policies, processes and practices to intentionally eliminate barriers to participation and belonging and to develop supports to increase retention and success. The district looks to expand best practices developed through the partnership to be used in all district high schools.

The district offers summer AP Boot Camps, delivered virtually by successful AP teachers for students who are enrolled in Advanced Placement courses for the first time. These weeklong sessions are available in all academic disciplines and expose students to typical AP terminology, exam structures, and skills and habits that will increase confidence and provide a foundation for success in AP classes. Schools participating in the EOS partnership also host in-person AP Ready Camps to build community, increase a sense of belonging and give students a venue to practice skills such as note-taking, peer study groups and time management. Similarly, the four district IB high schools offer IB Ready Camps for students pursuing the IB diploma to provide opportunities for collaboration and learning around components specific to the IB program.

## \* Practice I

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

### **Elementary extra-curricular enrichment:**

The following extra-curricular enrichment opportunities are available to AG students in GCS elementary schools. These opportunities are often promoted and/or facilitated by the AG teacher. Availability is dependent upon student interest, staffing, funding, and available sponsorship.

**Science Olympiad** is an American team competition in which students compete in 23 events pertaining to various scientific disciplines, including earth science, biology, chemistry, physics, and engineering.

**Odyssey of the Mind** is an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics.

**Continental Math League** offers computer science contests which consist of three "meets" where contestants are presented with six questions in 30 -minute rounds.

**Book Club** allows students to exchange their thoughts and ideas on a variety of books biweekly in a moderated discussion in a safe place.

**Mad Science** is a hands-on STEM based afterschool program designed to foster student interest in science.

**Energy WISE** is a student-led program designed to educate students about energy efficiency.

**Science Fair** is an opportunity for elementary and secondary students to apply the scientific method in order to display, conduct, and present their independent research to judges in a local, regional, state and national competition.

**Chess Club** combines social and educational experiences while students learn and participate in tournaments centered on the game of chess.

**Battle of the Books** is a multi-grade team-based competition using a quiz bowl format in order to foster collaboration and a passion for reading a high volume of literature both inside and outside of the classroom.

**Robotics Club** offers STEM-based projects and competitions using a variety of programs.



**FIRST LEGO League Robotics** introduces science, technology, engineering and math through real-world problem-solving experiences and a guided, global robotics program.

**History Club** aims to build analytical and communication skills as students learn about citizenship and develop their interest in historical research.

**Drama Club** is an opportunity for students to learn the rudiments of performance acting and aspects of the stage and dramatic techniques.

**Rubik's Club** allows students to study spatial patterns and create mosaics by practicing various techniques to solve Rubik's cubes in preparation for individual and team competitions.

**24 Game Challenge** is a quick-thinking tournament-style card game where participants use the four basic mathematical operations to apply critical thinking, number-sense and strategy.

**Beta Club** is a service-based club where students are invited and inducted based on high achievement, commendable character and strong academic standing.

**Secondary extra-curricular enrichment:**

The following extracurricular enrichment opportunities are available in many secondary schools. While these opportunities are often promoted and/or facilitated by teachers of advanced coursework, participation is not limited to AIG students. Availability is dependent upon student interest, staffing, funding and available sponsorship.

**The Quill** is a state writing competition sponsored by the North Carolina Association for Scholastic Activities.

**The Twelve** provides students opportunities to collaborate in teams of twelve to compete in local and state tournaments using twelve questions around twelve topics sponsored by the North Carolina Association for Scholastic Activities (NCASA).

**Quiz Bowl** is a game in which two teams compete in tournaments to answer questions from all areas of knowledge including but not limited to literature, science, current events, history, sports, and pop culture.

**Science Olympiad** is an American team competition in which students compete in 23 events pertaining to various scientific disciplines, including earth science, biology, chemistry, physics, and engineering.

**Odyssey of the Mind** is an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics.

**Continental Math League** offers computer science contests which consist of three "meets" where contestants are presented with six questions in 30 -minute rounds.

**Book Club** allows students to exchange their thoughts and ideas on a variety of books biweekly in a moderated discussion in a safe place.

**Math Counts** provides students in grades 6-8 the opportunity to compete in live, in-person mathematical contests against and alongside their peers.

**Debate Club** teaches students critical thinking, public speaking and listening skills utilizing various debate formats.

**Energy WISE** is a student-led program designed to educate students about energy efficiency.

**National Junior Honor Society** is a chapter-based student organization with a membership based on a cumulative GPA requirement and centered around student service, leadership, citizenship and character.

**Science Fair** is an opportunity for elementary and secondary students to apply the scientific method in order to display, conduct, and present their independent research to judges in a local, regional, state and national competition.

**Chess Club** combines social and educational experiences while students learn and participate in tournaments centered on the game of chess.

**Battle of the Books** is a multi-grade team-based competition using a quiz bowl format in order to foster collaboration and a passion for reading a high volume of literature both inside and outside of the classroom.

**FIRST LEGO League Robotics** introduces science, technology, engineering and math through real-world problem-solving experiences and a guided, global robotics program.

**Robotics Club** offers STEM-based projects and competitions using a variety of programs.

**History Club** aims to build analytical and communication skills as students learn about citizenship and develop their interest in historical research.

**Model UN** allows students to learn about various countries, cultures and international relationships by role-playing the proceedings of the Global Model United Nations.

**Drama Club** is an opportunity for students to learn the rudiments of performance acting and aspects of the stage and dramatic techniques.



**Rubik's Club** allows students to study spatial patterns and create mosaics by practicing various techniques to solve Rubik's cubes in preparation for individual and team competitions.

**24 Game Challenge** is a quick-thinking tournament-style card game where participants use the four basic mathematical operations to apply critical thinking, number-sense and strategy.

**Beta Club** is a service-based club where students are invited and inducted based on high achievement, commendable character and strong academic standing.

#### **Summer Enrichment:**

The AG Explore Camp is a summer camp sponsored by the AG Department in partnership with the Duke University AIG Licensure program and is available for rising fourth- sixth grade students who have been identified for AG or Talent Development services. Students explore high interest enrichment topics in core content areas to develop inquiry and investigative skills. Camp sessions are taught by certified GCS teachers who are completing their AIG licensure at Duke University. Multiple sessions of the camp are offered to accommodate districtwide student access.

The GCS AG Department also sponsors a summer Academic All Star Camp for rising 9th graders, which is attended by students from every middle school. The top 10% from each middle school are invited to attend the camp at no cost. During the camp, students engage in hands-on, problem-based learning experiences designed to equip them with the skills needed for honors and advanced placement courses. The camp also includes leadership development activities that help students strengthen self-advocacy and executive functioning skills needed for school success. This unique experience provides an opportunity for intensive study in an area of interest, ACT preparation, leadership and team-building skills, preparation for advanced high school classes and informational sessions from colleges, guidance counselors, advanced study opportunities (AP, IB, Governor's School, School of Math and Science) and financial institutions.

Additional local and statewide summer enrichment opportunities are posted on the AG Department webpage.

AG students are encouraged to participate in Governor's School opportunities. The AG Department collaborates closely with Counseling Services to inform families, promote participation and equitable representation and celebrate student success.

#### **\* Ideas for Strengthening the Standard**

The AG Department will:

- Collaborate with Counseling Department to organize a high school AG colloquium with guest speakers, college recruiters, financial aid specialists to address college preparation needs of AG students
- Continue to pursue regular AG representation at standing district meetings (principals, assistant principals, curriculum facilitators, counselors)
- Collaborate with the CTE department to ensure that academically-minded students also explore the alignment between career pathways and university requirements

- o Utilize mentorship, job shadowing, curriculum compacting for interest-based exploration and other strategies to respond to the needs of the students
  - o GAP apprenticeship for management-level opportunities
  - o Explore including career exploration opportunities at the elementary level
- Develop a process to gather feedback from students receiving Talent Development services at all three tiers to evaluate their experience in the AG program
- Establish an AG student council or advisory group
- Develop focused workshops on the unique challenges and opportunities of raising gifted students from underrepresented populations
- Develop PD modules for use at the school level to:
  - o demonstrate alignment of the K-1 Nurture curriculum to classroom content and standards to school staff and administration
  - o Demonstrate alignment of elementary AG curriculum to classroom content and standards
  - o Support intentional planning for appropriate differentiation of units of instruction in the regular education classroom
- Develop PD modules for use at the district level to:
  - o Support intentional planning for appropriate differentiation of units of instruction in the regular education classroom
  - o Support implementation of units developed in collaboration with Counseling Services to support the unique social and emotional needs of gifted learners

## Planned Sources of Evidence

- \* AG TAG SharePoint sites
- \* K-2 Consultative Toolkit
- \* Scope and sequence of AG enrichment units
- \* Unit plans/lessons/activities and associated rubrics
- \* Student work samples and assignments involving 21st century content and skills
- \* Pre and Post Assessments from AG enrichment units
- \* Student rosters

* Elementary AG Student Progress Reports
* Action Service-Learning Project results and demonstrations
* Agendas, rosters and handouts from professional development offered by AG department
* Agendas from AG teacher meetings and support sessions
* Agendas for AP/IB Coordinator meetings
* Parent newsletters
* Agendas from student meetings at transitional years
* Team for Academically Gifted (TAG) notebooks with meeting agendas and minutes
* NCDPI Advanced Learning Labs
* Iowa Acceleration Scale
* Differentiation for Advanced Learners Canvas Course

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

## Standard 3: Differentiated Curriculum and Instruction

### Guilford County Schools (410) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

## Standard 3: Differentiated Curriculum and Instruction

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

### \* Practice A

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

Academically Gifted students require curriculum and instruction beyond grade level expectations in their areas of strength. The North Carolina Standard Course of Study is adapted for advanced learners through differentiated practices implemented by K-12 classroom teachers and supplemented at the elementary level with enrichment units delivered by the AG teacher who implement the district's Talent Discovery and Talent Development programs. As a 1:1 district, instructional staff use Canvas (our current LMS) and other technology tools to provide individual and small group opportunities for enrichment, extension, and acceleration. Additionally, district programming and expectations for extracurricular opportunities allow students to experience the NC Standard Course of Study in a way that develops their ability to explore the relationship between what they are learning and real-world application.

### Opportunities for Enrichment

Enrichment is defined as a variety of learning opportunities that enhance a student's interest and talents through creative and academic exploration. The need for enrichment is met in the following ways:

- GCS offers a wide variety of magnet programs serving students in grades K–12. These programs include the structure and resources needed to implement the North Carolina Standard Course of Study in a way that aligns to a student's interest, skill set, and/or college/career aspirations. Practice 3D provides a description of the magnet themes that address the enrichment needs of students with a high academic performance.
- School-based decisions allow schools to supplement the North Carolina Standard Course of Study for core-content areas through the selection of special/encore programming that speaks to the interest of the student body. Such decisions include choices in World Languages, in arts focus, and CTE programming.

- In all grade spans, schools offer before, during, and after school programming that meets the expressed needs of the student body. Such programming allows students the opportunity to collaborate with others with similar skillsets and desire to explore academic topics in ways that extend and enrichment the knowledge gain in the classroom. At grades K–8, the school’s TAG Chair submits an annual Fidelity Checklist that includes the enrichment opportunities made available to advanced learners at their schools.

At the elementary level, in grades 3–5, the school’s assigned AG teacher provides pull-out enrichment services using our three-tiered system that allows students to expand their knowledge of core-content in ways that utilize their demonstrated academic talents.

### **Opportunities for Extension**

Extension is defined as instruction designed to broaden the understanding of a standard by adding depth and complexity. In GCS, we fully believe that AG students are AG all day, every day. Thus, the classroom teacher must take the lead in providing differentiation that allows students to uniquely experience the curriculum. To that end, the GCS department of Teaching, Learning, and Professional Development had adopted math and reading curricula for grades K–12 that has embedded opportunities for extension of grade-level standards for the instruction of advanced learners. The resources provide an appropriate extension of the NC Standard Course of Study, for advanced learners in the following ways:

- **Core Knowledge Language Arts** (Grades K-2)

The curriculum includes extension activities for each Listening and Learning Domain to facilitate knowledge building and vocabulary acquisition to deepen student understanding of vocabulary and concepts.

- **American Reading Company** (Grades 3–9)

Curriculum units include opportunities for project-based learning to extend student understanding of grade-level standards. The curriculum provides access to texts that support differentiation and provide opportunities for cognitive stretch of advanced learners. Through regular student-teacher conferencing and Independent Reading Level Assessment, each student establishes a personal Power Goal, which can address extension of grade-level standards.

- **My Perspectives** (Grades 9-12)

*myPerspectives* is an English language arts curriculum for Grades 9–12 that values the perspective of the learner, collectively and individually, and provides learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. *myPerspectives* encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection. Extension activities and the availability of alternate pacing support academically gifted learners with the opportunity to think critically and engage in activities that challenge them and deepen their knowledge while engaging in thought-provoking content.

- **Eureka Mathematics** (Grades K–5)

The daily problem set for students is scaffolded and the problems are in order of complexity. The last few problems on each day’s problem set are extension problems that take the standard to a higher level and the problems assigned to students are differentiated for students every day

- **Open Up Mathematics** (Grades 6–12)

Each daily lesson has a section titled “Are you Ready for More” that provides an extension to the standard being taught that

day.

- STEM Lego Initiative (Grades K-8)

In an effort to support 21<sup>st</sup> century skills, design thinking, and social-emotional learning, Lego engineering kits have been placed at every elementary and middle school in Guilford County. This hands-on and minds-on resource provides the opportunity for students to interact with the curriculum in an in-depth manner. Young learners replicate real-world scenarios with the kits, which aids in the illumination of the standard course of study.

- Discovery Ed Techbook (Grades 5-8)

Discovery Education has worked with educators across the state of North Carolina to develop the Techbook, an online interactive textbook. This resource provides readings, videos, virtual lab activities, and other resources that support the standard course of study.

- STEMscopes (Grades K-8)

STEMscopes is an online learning platform that utilizes the 5-E inquiry model to facilitate teacher instruction and student learning. The platform provides readings, videos, standard unpacking documents, enrichment and remediation activities, and standardized testing support. STEMscopes also provides laboratory equipment to support teachers in the implementation of laboratory exercises. This resource allows students to make meaning of their learning whether they are at home or in the classroom.

The minimum district expectation is that classroom teachers will fully implement all curriculum components designed for students who have demonstrated the need for curriculum extension. To ensure that such extension is readily available and implemented, the district-provided unit template includes a section that classroom teachers can reference for suggested activities for advanced learners. Additionally, all units provide a link to the district-provided Canvas course that equips teachers with specific implementation strategies for researched-based differentiation techniques, which include, but are not limited to:

- Advanced Graphic Organizers
- Menus and Choice Boards
- Conceptual and Abstract Thinking
- Depth and Complexity
- Problem/Project-Based Learning
- Effective Questioning
- Escape Rooms
- Access to the NCDPI Learning Labs

### **Opportunities for Acceleration**

Acceleration is defined as the student's progress through an educational program at rates faster or at ages younger than conventional. The district-provided data management and analytics system allows classroom teachers to easily track and document student achievement. Classroom teachers are expected to use formative data to identify students who demonstrate advanced mastery of grade-level skills and content. Through their partnership with the child's family, classroom teachers are expected to include parental feedback in their analysis of student achievement, when acceleration options are being considered. Using both qualitative and quantitative data, the following acceleration opportunities are available:

#### K-5 Opportunities:

- Early entry to Kindergarten according to the establish state guidelines
- Consultative services provided by the AG teacher. This service allows the AG teacher to partner with the classroom teaching in developing and implementing classroom instructional strategies for high performing students in grades K–2.
- Subject Acceleration
- Grade Acceleration
- Acceleration within Grade-Level Classrooms
  - o Based on continuous formative assessment
  - o Allows students to move more quickly through content when mastery of the current skill or content is evident
  - o Students spend more time on application of skills to real-world situations, depth of research and abstract concepts
  - o VS Program for students in grades 4–5, where students have a compacted and accelerated scope and sequence in all core-content areas.

#### Grades 6–8 Opportunities:

- Advanced and Accelerated course offerings in which upper grade level standards are included in the Scope and Sequence of the course. These scope and sequence include the following high school options available to middle school students: NC Math 1, NC Math 2, English 1 (select schools). For the 2022 – 2025 Plan, the AG Department will collaborate with the district's Literacy Department to expand English 1 offerings to all middle schools.
- District-provided math bridge courses that allow students to transition to a higher math course (advanced track). These courses focus on the NC Standard Course of Study standards that are critical to a student's ability to obtain the skills and content needed to accelerate to a math course that is not a part of the trajectory for their current math track. These courses are offered as an asynchronous online course or face-to-face.
- Grade Acceleration
- VS Program for students in grades 6–8, where students have a compacted and accelerated scope and sequence in all core-content areas, which includes NC Math I, NC Math II and English I.
- For the 2022–2025 Plan, the AG Department in conjunction with the district's STEM and Social Studies Departments will develop plans to include advanced Science and Social Studies course offerings at the middle school level. The intent of these courses will be to develop the skillset needed for success in high school AP courses.



### Grades 9–12 Opportunities:

- Dual Enrollment through two Early College programs (The Early College at Guilford and STEM Early College at NC A&T). Students complete most of high school graduation credit requirements in grades 9 & 10. In grades 11 & 12, students receive all instruction from college/university professors. Since most high school credit requirements are completed in grades 9 & 10, many of the courses taken at the college level can be used for transfer credit when the students transition from high school to post-secondary opportunities.
- Dual Enrollment through middle college programs, specialized academies, and Career and College Promise. These opportunities allow high school students to fulfill high school credit requirements via their participation in community college courses.
- Enrollment in Advanced Placement and International Baccalaureate courses.
- Credit by Demonstrated Mastery (CDM), which is an opportunity for students to earn credit for high school courses without fulfilling seat-time requirements. Students can earn credit for high school classes through a two-part assessment process:
  - o Phase I: A standard exam, which shall be the EOC where applicable or a final exam developed locally.
  - o Phase II: An artifact that requires the student to apply knowledge and skills relevant to the content standards. Performance tasks may be required.
  - o Students must demonstrate mastery, not just proficiency, on Phase I to be eligible for Phase II

### **\* Practice B**

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

At all grade levels, the school's Team for Academically Gifted (TAG) serves as a system of support and advocacy for the academic, social, and emotional needs of academically gifted and advanced learners. As it relates to instructional support, throughout the year, the team consists of the school's AG teacher or other designated AG contact, classroom teachers and building-level curriculum leads (i.e., Curriculum Facilitator, Multi-Classroom Teacher Leader). For the 2022–2025 Plan, the AG Department will reinforce the role of this team and key practices that should be present at all schools to ensure equitable opportunities for AG services:

- Grade-specific data discussion regarding AG identification and services. Such meetings allow classroom teachers to understand the duty of the school to provide appropriate and timely opportunities for enrichment, extension, and acceleration for academically gifted and advanced learners;
- Use of data to identify differentiation strategies that best address student readiness, interest, and academic strengths. Such opportunities shall focus on differentiation techniques highlighted in the district-provided Canvas *Differentiation Strategies for*

In addition to the TAG's role in supporting the instructional practices for advanced learners, the curriculum departments within the district's Division of Teaching, Learning, and Professional Development (TLPD) create instructional units that ensure that the NC Standard Course of Study is infused with opportunities for enrichment, extension, and acceleration appropriate for academically gifted and advanced learners. Instruction of these units is supported through regular professional learning opportunities and support sessions provided to classroom teachers and instructional leads focusing on best practices in gifted education, such as:

- Pre-assessment for readiness
- Use of interest and learning inventories to develop student learning profiles
- Use of small group instruction
- Use of balanced curricular pedagogy
- Utilizing the district's one-to-one initiative to achieve personalized learning
- Independent research opportunities
- Choice of product
- Student-driven discussions
- Socratic seminars
- Intentional alignment of student interest to future-ready skills
- Interdisciplinary connections
- Teaching through the use of concepts, big ideas and generalizations

In addition to the professional learning provided by the district's curriculum departments, the AG Department provides professional learning opportunities to the district's AG teachers and designated AG contacts. During these sessions, the department focuses on instructional strategies that add depth and complexity and provoke critical thinking. The intent of these sessions is to provide information that can be easily shared at the school-based TAG meetings and disseminated to staff. At the high school level, instructional best practices are an area of focus at the district-provided AP and IB Saturdays, where teachers of AP/IB courses, learn how to provide the support needed to help students build their academic strengths. Some of the specific strategies emphasized during the training include:

- Accelerated content
- Curriculum compacting
- Learning centers
- Embedded student choice
- Literature circles
- Socratic seminars
- Tiered assignments
- Problem-Based learning
- Authentic learning
- Simulations

The AG Department has collaborated with content departments to develop a districtwide Canvas Course on *Differentiation Strategies for Advanced Learners*. This course houses resources and information to assist teachers with providing research-based instructional strategies which respond to student need, interest and readiness. District units used for the instruction of core content in the regular education classroom include suggestions for acceleration, extension or enrichment and/or link to the Canvas Course developed for this purpose.

### \* Practice C

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

District staff regularly investigate the latest research-based resources by participating in professional conferences and workshops to identify, evaluate, and communicate current best practices to educators districtwide. Through monthly meetings, the directors in the Division of Teaching, Learning, and Professional Development share key resources that have been identified to address the unique learning needs of all special populations, which includes the instructional needs of those identified as academically gifted. The district provides funding for recommended resources to be secured and used in classrooms. Resources identified for academically gifted students are purchased by the AG Department. These resources are accessible to classroom teachers via their school-based TAG Chair as well as highlighted in the district's *Differentiation Strategies for Advanced Learners* Canvas Course. Resources in the library include materials that are broad-based gifted education theory and research as well as materials that provide specific lessons and strategies that teachers can implement in their instructional plans. Examples include:

- Small's *Good Questions: Great Ways to Differentiate Mathematics Instruction in the Standards-Based Classroom*
- Small's and Lin's *More Good Questions: Great Ways to Differentiate Secondary Mathematics Instruction*
- Roberts' and Inman's *Strategies for Differentiating Instruction: Best Practices for the Classroom* (3rd Edition)
- Westphal's *Differentiating Instruction with Menus* (All core subject areas in grades 3–8)
- Adams' and Pierce's *Differentiation that Really Works: Strategies from Real Teachers for Real Classrooms* (All core subject areas)
- Winebrenner's *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use* (4th Edition)

Instructional units have been developed for the AG elementary pull-out enrichment classroom using a variety of research-based supplemental resources and materials. Units of study provide students with rich, culturally diverse text, conceptual themes, advanced literary analysis, and vocabulary development. The units include classic literature studies, service learning, Socratic seminars, authentic performance tasks, simulations and engaging scenarios. These units are designed to provide outlets for creativity, divergent thinking and discovery during the weekly pull-out sessions. While the units are based on high frequency grade-level standards and align as much as possible with classroom pacing, they are not designed to serve as daily curricular extensions for regular classroom instruction.

Using Ainsworth's *Rigorous Curriculum Design*, Wiggins and McTighe's *Understanding by Design* and Carol Ann Erickson's *Concept-Based Learning* as curricular models, the AG pull-out enrichment units as well as units used in the VS Program incorporate a variety of research-based resources, materials and strategies including:

- Michael Clay Thompson's *Caesar's English*
- The National Paideia Center
- Joyce VanTassel-Baska and Tamara Stambaugh's *Jacob's Ladder*
- William and Mary's *Beyond Base Ten*
- Brian Housand's *Fighting Fake News*
- Boaler's, Munson's, and Williams' *Mindset Mathematics* (Grades 3–5)
- *Ratios, Rates, & Proportions* by Interact
- *Algebra: Into the Unknown* by Interact
- Dana Johnson's *Beyond Base Ten: A Mathematics Unit for High Ability Learners*
- Zaccaro's *Twenty-five Math Investigations that will Astound Teachers and Students*
- Drazé's *The Stock Market Game: A Simulation of Stock Market Trading*
- Costa and Kallick's *Habits of Mind*
- Nichols', Thomson's, Wolfe's, and Merrit's *Primary Education Thinking Skills* (Kindergarten and Levels 1-3)
- Ricci's *Nothing You Can't Do: The Secret Power of Growth Mindsets*
- Ricci's *Mindset in the Classroom*
- *It's Your Future* by Interact
- *Missing Persons* by Interact
- William and Mary Center for Gifted Education units
- Shelagh Gallagher's Problem-Based Learning units

Since GCS adopted a strategic one-to-one initiative in order to amplify district-wide learning, the AG units of study have been converted to modules within the Canvas Learning Management System platform. As a result, digital tools for advanced students are regularly promoted to teachers, students and families for synchronous and asynchronous instruction and enrichment. These resources include:

- NCDPI Advanced Learning Labs
- Nearpod
- Byrdseed.TV
- PBL Project
- Zearn

- Newsela
- Waterford
- Actively Learn (Achieve 3000)
- Amplify Reading

### \* Practice D

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

Guilford County Schools is a nationwide leader in providing a variety of educational options for students and their parents/guardians. These options allow the district to have a strategic focus on the implementation of innovation that fosters the development of future-ready skills, such as critical thinking, communication, collaboration, curiosity, and leadership. The district's focus on the development of future-ready skills is evidenced by the various departments created to provide the structure and service needed for the district to obtain the following accolades:

- NAMM Foundation: Best Communities for Music Education
- First-ever World Kindness District
- Since 2014, 18 State Schools of Character and 13 National Schools of Character
- All district early and middle colleges have a graduation rate of 97% or higher
- GCS students have completed more than 2.1 million service-learning hours, which has an economic impact of \$51 million

As the district entity focused on the instructional, social, and emotional needs of academically gifted and advanced learners, the AG Department actively participates in various district-implemented advisory boards to ensure that the needs of academically gifted and advanced learners are considered through the various options available in the district. These programs have been intentionally designed to allow the NC Standard Course of Study to be implemented in a way that students experience the rigor needed for them to not only address today's societal issues; but develop the mindset needed to address future global concerns as well. The list below highlights district initiatives that allow academically gifted and advanced learners to explore the intersection of their talents and future aspirations. The list includes a brief description of how the opportunity specifically fosters the development of future-ready skills in academically gifted and advanced students.

#### Theme-Based Programming:

- **Expeditionary Learning:** Through strong character qualities, such as: collaboration, perseverance, responsibility, and compassion, students build their academic success through engaging and challenging academic work.
- **Spanish Immersion:** The Spanish Immersion program allows students to use the Spanish language as a vehicle to develop critical thinking and problem-solving skills.
- **Global Studies:** Students are challenged by a curriculum that promotes creativity and problem-solving through interdisciplinary

units of study.

- **Montessori:** Montessori programming emphasizing independence and views children as naturally curious and eager for knowledge and capable of initiating learning in a supportive and well-prepared learning environment.
- **Gaming and Robotics Program:** The Gaming and Robotics program allows students to engage, explore, and innovate by providing young children the opportunities to learn about mechanics, sensors, motors, programming, and the digital domain.

#### Career Focused Opportunities:

- **Academy of Computer and Information Science:** This program teaches students how to interact with computers and computer systems through coding, networking, and data analytics. They connect learning to the challenges faced by computer scientists through experiences provided by industry partners. Students have an accelerated pathway to future career opportunities by earning industry credentials and college credit.
- **Academy of Advanced Manufacturing and Engineering:** This program allows students to specialize in majors such as: Integrated Production Technology and Project Lead the Way Engineering. Students receive mentorship from industry professionals and have an accelerated pathway to future career opportunities by earning industry credentials and college credit.
- **Academy of Biomedical Technology and Specialized Health Science:** This program allows students to specialize in majors such as: Biotechnology, Research and Development, and Pharmacy Technician. Students receive mentorship from industry professionals and have an accelerated pathway to future career opportunities by earning industry credentials and college credit.
- **Academy of Transportation, Distribution, and Logistics:** This program allows students to study innovations in planning, management and movement of people, materials and goods by road, pipeline, air, rail and water. Students are afforded an accelerated pathway to careers within the logistics industry through opportunities to graduate with industry credentials, earn college credit, and work as interns or apprentices in prominent local or national companies within the logistics industry.
- **Aviation Program:** The program provides a solid foundation for the ever-growing aviation workforce by offering internships, job shadowing, college credit, hands-on real-world learning experiences and knowledge to students who wish to enter the aeronautical field.
- **Education and Advanced Sciences Program:** This program gives students the framework for success in the field of education. Students take Teacher Cadet courses and internships at area elementary and middle schools. Additionally, the program offers Early Childhood courses involving internships to area daycare locations. Students participating in this program develop the passion needed to be the influencers over tomorrow's most precious resource, our children.
- **Health Sciences Program:** This program teaches students to think and apply knowledge with performance- and problem-based learning and strengthens mathematics and science education by enrolling students in math and science courses each year. Students participating in this program have the opportunity to participate in internships and gain an accelerated pathway to careers in nursing, respiratory therapy, and physical therapy to name a few.
- **Guilford Apprenticeship Partners (GAP):** Guilford Apprenticeship Partners offers students opportunities across a range of fields. These opportunities are curated for students who enjoy science, math, or technology; like to work with others on a team; have



good school attendance and completion of school assignments; and have a desire to begin their career while in high school. This program provides a way for academically gifted and advanced learners to earn college credit as well as earn money that can be used for future career or college exploration.

#### Advanced Academic Programming:

- **Early College Programs:** In GCS, students enrolled in an early college program complete high school in 2 years and are enrolled as full-time college students for 2 years. The early college programs seek to foster the academic, creative, and social gifts of students through two levels of study: accelerated high school and college.
- **Middle Colleges:** In GCS, students who consider enrollment in the Middle Colleges have academic ability and talents but may not reach their full academic potential at the traditional high school setting. In these programs, students are strategically scheduled to take advantage of dual-enrollment opportunities.
- **Advanced Placement Capstone Academy:** The AP Capstone program is a rigorous course of study with a writing intensive curriculum during freshman and sophomore year. During junior and senior year, students will take AP courses aligned with their interests, including AP Seminar and AP Research offered only at the AP Academy.
- **Brown Summit Center for Advanced Academics:** The Advanced Academics program offers an advanced academic curriculum with the primary goal of preparing students for success in Honors, Advanced Placement, and International Baccalaureate coursework at the high school level.
- **Very Strong (VS) Program:** Students in grades 4-8 who show evidence of extremely high aptitude coupled with extremely high achievement and whose academic needs may require placement in a separate setting are eligible to enroll in the district's VS Program. Students are assigned to teachers who provide daily differentiated/accelerated instruction in the four subjects (reading, math, science and social studies).
- **International Baccalaureate Primary Years:** For elementary students, the IB PYP is a student-center approach to education that offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. The IB PYP reflects the best of educational research, thought leadership and experience derived from IB World Schools.
- **International Baccalaureate Middle Years:** For middle grades students, the IB MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. This program allows students to respond to the challenges they face in our rapidly changing world.
- **International Baccalaureate Diploma Programme:** The International IB Diploma Programme offers a rigorous, two-year course of study for high school students. Designed for the self-motivated and hardworking individual, IB provides successful candidates an internationally recognized diploma and preparation for study in the world's most demanding colleges and universities.

On a granular level, elementary AG enrichment units are intentionally developed to include global inquiry and to emphasize social responsibility through service learning. Through these units, students build and apply skills in critical thinking, problem solving,



communication, collaboration, leadership, and metacognition that support student success in the classroom. AG units include engaging scenarios which build on student curiosity and call for individual investigations which further explore topics aligned to the unit.

Student service projects provide an annual opportunity to apply developing skills. Quarterly progress reports for elementary AG enrichment allow students to assess their own learning behaviors and future-ready skills and acknowledge progress.

In the middle grades, advanced courses become more collaborative and student-driven in nature. Students complete independent Research Labs based on real-world issues in Advanced English/Language Arts. Students can select a variety of elective courses which are interest-based, provide connections to the real world and address the future-ready skills needed to be successful in career and college endeavors. Furthermore, the district's one-to-one initiative allows middle school students to extend their knowledge acquisition and content manipulation to the digital realm, allowing students to develop crucial technological skills.

In high school, Advanced Placement and International Baccalaureate curricula are designed to promote future-ready content and skills. Instruction includes problem-solving, inquiry, collaboration, experimentation, leadership, and reasoning skills on a regular basis. Career-based Signature Academies are available in many high schools for students to explore potential career pathways and the soft skills needed to be successful and competitive in their future career and/or college endeavors. Other extra-curricular opportunities to develop leadership and collaborative skills are available:

- Service Learning Diploma
- Career Day
- Model UN
- Odyssey of the Mind
- Mentorships
- Apprenticeships

### \* Practice E

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

The district uses an assessment and analytics platform to access student-level data. Additionally, analytics visualization tools are used to create school-specific Data Walls. Both the Data Wall and the assessment and analytics platform provide schools with real-time access to data from the following types of assessments:

- Diagnostic assessments, which are nationally normed assessments in reading and math that provide information about student performance in specific goal performance areas (GCS currently uses NWEA MAP Growth);
- Short/Medium cycle formative assessments, which provide standard-level data connected to instructional sequencing (GCS currently uses an interim assessment format);
- State assessment data, which are the summative End-of-Grade (EOG) and End-of-Course (EOC) assessments.

Each school has a Data Coach assigned to assist administrative teams and classroom teachers with understanding the use of these tools. Specifically, the Data Coach ensures that schools understand the capabilities of these tools to easily group students based on demonstrated performance or need. In addition to the data that is easily exported from the state's student information management system, the AG Department provides data to the Division of Accountability, Research, and Planning regarding student participation in all Talent Development opportunities. As such, schools are able to use a one-touch filter option to analyze student performance in terms of those identified as well as those not yet identified but receiving academically gifted services. Such filtering provides teachers the data needed to implement flexible grouping and intentional differentiated instruction within the classroom as well as grade level grouping for MTSS implementation.

Under the 2022–2025 AIG Plan, the AG Department will collaborate with the Division of Accountability, Research, and Planning's Data Analytics Department to include CogAT data in the district created Data Walls. Having the CogAT profile score readily available will help classroom teachers have a better understanding of how to group students not only to meet demonstrated academic strengths but to address learning profile strengths as well. The inclusion of the CogAT data will also require intentional planning and implementation of training designed to help administrators and classroom teachers understand what is revealed by a student's CogAT profile score.

For the 2022–2025 AIG Plan, the AG Department will collaborate with the Division of Accountability, Research, and Planning's Data Analytics Department and Research and Evaluation Department to create algorithms to best identify a school's top 10% based on all available data. Once identified, students who are in a school's top 10% who have yet to be identified for academically gifted services will be eligible to participate in the school's MAP Talent Development service.

For the 2022–2025 AIG Plan, the AG Department will collaborate with the Division of Accountability, Research, and Planning's Data Analytics Department and Local Assessment Department to participate in training to give AG central office staff a better understanding of the district-level tools/reporting that are available and can be used to monitor compliance to cluster grouping and other AG service expectations.

#### **\* Practice F**

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

In partnership with Collaborative for Academic, Social and Emotional Learning (CASEL) there is a district-wide focus on social and emotional learning (SEL). As a part of this partnership, the district has a department, Social Emotional Learning and Character Education, focused on helping educators nurture safe, supportive, and equitable learning spaces where adults feel confident, empowered, and responsible for helping all students develop into productive and responsible citizens who thrive in college, career, and life. This is done through an intentional focus on the following competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills

- Responsible decision-making

CASEL helps the Social and Emotional and Character Education Department develop curriculum that allows students to explicitly learn the skills needed to help them thrive in school and life. This department includes AG staff in curriculum and districtwide SEL initiatives to support the non-academic needs of gifted students are included in the discussion.

#### AG Department efforts:

AG elementary instructional units purposefully embed topics and resources relevant to the unique social and emotional needs of gifted learners. Additionally, the instructional practices and learning environment in our AG pull-out enrichment classrooms infuse strategies that are rooted in Costa's *Habits of Mind* and Dweck's *Mindset* which enhance the social and emotional well-being of the gifted learner. Annually, to welcome new students to the AG programming, AG teachers provide lessons to third grade students on "What It Means to be Academically Gifted".

At the middle grades level, to better align with the AG identification and service model, the person assigned to lead the school's Team for Academically Gifted (TAG) is the school's Curriculum Facilitator (CF) or a school counselor. This is a school-based position better equipped to help teachers effectively integrate differentiation strategies and executive function competencies into the daily curriculum.

Additionally, the AG Department and Counseling Services work collaboratively to develop a curriculum for School Counselors to use during individual and small-group counseling sessions both at the elementary and middle school level. The lessons are designed to help students be more aware of their own social-emotional strengths and needs and to learn how inter and intrapersonal competencies and skills are critical to academic and post-secondary success. At the middle school level, the lessons may be used to assist students in considering their Four-Year Plans and future Service-Learning Opportunities.

At the high school level, to better align with the AG identification and service model, the person assigned to lead the school's Team for Academically Gifted (TAG) is a School Counselor. This AG liaison is a school-based position better equipped to help students navigate their transition from high-school to the college or career of their choice. The district's Four-Year Plan document now includes a section to document a student's gifted identification. This is useful to School Counselors when sharing opportunities that may be of interest to students who have been identified as academically gifted (e.g., Governor's School; targeted scholarship opportunities, internship and service-learning opportunities) and for inclusion in targeted sessions to support the unique social and emotional needs of advanced students such as time-management and self-care to reduce stress and anxiety and long-term academic planning and strategic resume-building to minimize overload.

The professional development provided by the AG Department for classroom teachers includes specific information and strategies that address the unique social and emotional needs of gifted students.

Quarterly AG newsletters distributed at the elementary and middle grades include information for parents and guardians regarding the unique social and emotional needs of their gifted learners.

The AG Department organizes and hosts a summer camp for academically gifted rising freshmen. The Academic All-Star Camp brings

together intellectual peers from across the district. Benefits of the camp include in-depth pursuit of an area of academic interest, honing leadership skills, and strengthening organization and time management skills that are essential to success in high school.

The AG Department collaborates with the Guilford Parent Academy to deliver parent informational sessions that include: supporting students new to AG, anticipating the transition from elementary to middle school, and anticipating the transition from middle school to high school.

The AG Department has created presentation modules regarding growth mindset and the specific implications for gifted learners. As needed, these modules are delivered to school-based AG leads during monthly meetings who in turn share with their school faculties.

The AG department provides a library for teachers of available scholarly-based resources centered on the best practices for meeting the social and emotional needs of gifted students. The library inventory is shared with elementary AG teachers as well as our middle and high school TAG Chairs. The opportunity to check-out resources is made available to district-wide CF updates and with all participants of the AG PD Series. The themes covered by the library resources include:

- Social and emotional needs of gifted students
  - o Friendship
  - o Boredom
  - o Creativity
  - o Motivation
  - o Stress
- Growth Mindset
- Habits of Mind
- Mindfulness activities
- Ready to use resources
- Development of Executive Functioning Skills
- Soft Skills Development
- Creating school cultures that foster a growth mindset

Finally, Guilford Partners for the Advancement of Gifted Education (PAGE) has the ability to provide speakers and webinars that focus on topics of interest to AG families, including social/emotional needs of gifted students.

### **\* 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.

AG teachers are required to reserve regular weekly meeting time to collaborate with K-2 teachers on their needs to appropriately differentiate instruction for the high-performing or high-potential students in their classrooms. The AG department provides a K-2 Consultative Toolkit to help facilitate this collaboration and K-2 teachers can identify instructional strategies, resources and materials to

assist in supporting these students in their classrooms. In addition, the AG department has created a Canvas Course entitled *Differentiation Strategies for Advanced Learners* which provides classroom teachers with resources to adapt instruction to meet the academic and social emotional needs of high performing students, including students in primary grades.

AG teachers collaborate regularly with the school-based data and MTSS teams to analyze classroom and district data available on the district Data Wall and classroom performance to identify students functioning well above their grade-level peers. This analysis may lead to referrals for targeted differentiation and acceleration options based on areas of need.

In addition to consultative services offered to help K-2 classroom teachers address the unique needs of gifted students, the AG Department has established a talent discovery model to provide early primary enrichment. This model, which includes nurture services in Grades K-2, attends to the needs of culturally diverse and economically disadvantaged students.

The K-1 Nurture Program has been placed in schools with small numbers of AIG identified students in an effort to uncover and strengthen the talents of primary age students so that more may become eligible for enrichment experiences in grades 3-5. Nurture specialists and AG Teachers collaborate monthly in Make and Take Sessions resulting in curriculum planning to provide whole group and small group instruction in Kindergarten and First Grade classes using the *Primary Education Thinking Skills* (PETS) curriculum. The goals of this program are to cultivate the academic and intellectual talents of K-1 students, to increase the numbers of AG students eligible in impacted elementary schools and to create scholarly classroom environments that fully engage students in the learning process.

Grade 2 Nurture, available in all elementary schools, continues to cultivate the academic potential of primary age students so that more may become eligible for enrichment experiences in grades 3-5. To maintain consistency, the Grade 2 Nurture program also implements the Primary Education Thinking Skills (PETS) curriculum through 12 whole group lessons during which the classroom teachers remain in the room to observe and make note of evidence of gifted behaviors on the Gifted Behavior Checklist included in the PETS curriculum. These observations lead to the identification of groups of students who demonstrate the need for more individualized talent development around specified thinking skills.

Students in Grade 3 who do not meet AG eligibility criteria but who demonstrate high potential may receive talent development services through Maximizing Academic Potential (MAP) which continues the PETS curriculum to deepen student understanding and use of specific thinking skills through a small group setting.

For the 2022–2025 Plan, the AG Department will:

- Highlight the alignment of the PETS curriculum to key skills developed in the NC Standard Course of Study. This effort aims to increase classroom teacher awareness of the benefits of the K–3 programming and provides options for students to show their academic strengths in ways not typically addressed in the classroom setting.

- Create PD sessions to train more Title 1 classroom teachers on the use of the PETs curriculum, thus increasing the number of students district wide whose strengths and potential can be acknowledged, developed, and used as a catalyst for school learning.

### \* 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.

Each elementary and middle school has a cross grade level, interdisciplinary team of faculty, staff and parents who serve as the Team for Academically Gifted (TAG). The intent of this team is to serve as the governing body for AG programming and service in that building. Grade-level representatives are present to provide instructional updates and to collaborate on strategies to differentiate content and instruction for advanced learners. The interdisciplinary nature of the team allows for multiple perspectives to be represented and broadens the impact of the program.

Elementary AG teachers meet monthly to share best practices and to collaborate on curriculum and instructional delivery in the AG classroom and on strategies to support regular education teachers in the differentiation of classroom instruction. AG teachers also meet regularly with school-based grade level Professional Learning Communities (PLCs) to help classroom teachers adjust instruction and curriculum for advanced learners in the regular education classroom.

Through a K-12 districtwide cohort of curriculum writers, AG representatives collaborate with content teachers and district level leaders to ensure unit overviews and frameworks for core instruction include extension and enrichment opportunities for high performing students. As a result, all released district units include appropriate extensions and recommended instructional strategies for advanced learners.

In addition, the AG Department participates in district Curriculum Facilitator meetings to provide professional development on specific differentiation strategies targeted towards advanced students. These school-based curriculum leads then monitor and support the delivery of appropriately differentiated content.

The AG department has created a Canvas Course entitled *Differentiation Strategies for Advanced Learners* which provides classroom teachers with resources to adapt instruction to meet the academic and social emotional needs of high performing students. This course links to and promotes the resources developed by the NC Department of Public Instruction for use with advanced learners, including Advanced Learner Labs.

Following the administration of the Cognitive Abilities Test (CogAT), AG teachers are expected to meet with classroom teachers to discuss students' individualized reports and implications for differentiated classroom instruction based upon the student profile which highlights relative strengths and areas for growth.



For the 2022–2025 Plan and in alignment with Standard 3G, the AG Department will provide PD opportunities to help classroom teachers understand how the skills assessed on the CogAT relate to the core content skills developed in their classrooms.

The AG Department delivers monthly informational sessions to lateral entry teachers as a part of their ongoing onboarding process to raise awareness and share best practices for the instruction of advanced learners.

The AG Department hosts an annual AP/IB Saturday professional learning and collaboration opportunity for all AP and IB teachers in the district. Teachers come together to plan and problem-solve with content peers from other high schools.

Directors from the Teaching, Learning and Professional Development Department meet bi-monthly to collaborate on curriculum and instructional issues and concerns across the district. This cross-disciplinary collaboration enhances the effectiveness of the AG program as other entities become more aware of the core values of gifted education.

#### **\* Practice I**

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

Student Differentiated Education Plans (DEP) document the specific eligibility areas and applicable service models for all AG students in grades K-12. The DEP is reviewed annually and adjustments to service delivery and/or eligibility are documented. The high school DEP is included as a part of the Four-Year Plan created for students in grade 8 as they plan for the transition to high school coursework.

#### **The Elementary DEP:**

At the elementary level, the school's AG teacher meets with TAG to review data and determine the level of AG programming that best meets a student's demonstrated need. For the 2022–2025 Plan, the AG Department is clarifying the need for a fluid composition of the TAG team. The TAG chair must convene the group of stakeholders who have the skillset to discuss the needs of the student(s) being considered for AG programming. For example, following the receipt of the Grade 2 CogAT scores and Iowa Assessments, the TAG team should consist of all Grade 2 teachers and other school-based curriculum leaders that can provide qualitative and quantitative formative data to consider alongside with data used in the AG identification process. Following these meetings, the TAG Chair is responsible for generating the DEP and sharing it with the parent/guardian.

**Tier 1:** Students receiving Tier 1 AG services are not entered in PowerSchool as academically gifted, thus these students are not officially recognized as identified. However, these students are entered into the district's AG Database and tracked for their participation in AG programming. The AG Department is committed to building their academic strengths through intentional service and programming. In



GCS, Tier 1 programming includes students in grades K-2 who have been approved by their principal for subject acceleration. Although students served in Tier 1 programming do not receive a DEP, their parent/guardian does receive notification that includes the following:

- Description of Tier 1 services
- Explanation of the school-based service and the limitations of services should the student transfer from the school
- Notification of the annual service and stipulations for future participation in Tier 1 programming

**Tier 2:** Students receiving Tier 2 services are entered in PowerSchool, thus officially recognized at the state level as academically gifted. In GCS programming, Tier 2 programming includes students in grades K–2 who have been approved by the principal for grade acceleration. Additionally, Tier 2 may include students who meet the criteria for Intellectually Gifted (IG) identification where the school's TAG determines that Tier 2 services most appropriately address the student's intellectual talent. At a minimum, the Tier 2 DEP must include:

- Documentation of service as “pull-out enrichment and differentiation in the regular classroom”
- The skills developed in the pull-out enrichment service
- The differentiation strategies that may be implemented in the general education classroom

In addition to the DEP, students receiving Tier 2 services will also receive Progress Reports that detail their performance in AG pull-out enrichment services. These Progress Reports are sent home quarterly to accompany the grade-level report card.

**Tier 3:** As with Tier 2, students receiving Tier 3 services are entered into PowerSchool. Tier 3 may include students who meet the criteria for Intellectually Gifted (IG) identification where the school's TAG determines that Tier 3 services most appropriately address the student's intellectual talent. At Tier 3, the DEP should include the items bulleted for Tier 2 and should also document the student's participation in an additional pull-out enrichment focusing on above grade-level standards and cross-curricular connections. As with Tier 2, students receiving Tier 3 services will also receive quarterly Progress Reports.

For all Tiers, the primary manner of sharing the DEP with families is at the Parent Beginning-of-Year (BOY) Meeting. The AG Department expects all TAG chairs to host an annual BOY meeting within the first 30 days of school. To confirm that this meeting has taken place, the TAG Chair must submit the meeting attendance roster. To ensure that families from across the district receive uniform information, the district provides a PowerPoint template that can be edited to include school-specific details. Upon receiving the DEP, parents/guardians also receive a supplemental form that details the data reviewed by the TAG team in their decision regarding eligibility for AG services. After reviewing the contents of this supplemental document and the DEP, the parent/ guardian grants permission for their child to receive AG services or makes a request to meet with the TAG chair to discuss their concerns.

#### **The Middle School DEP:**

At the middle school level, the school's TAG Chair meets with the TAG team to review data that meets the district criteria for identification. For the 2022–2025 Plan, the AG Department is clarifying the need for a fluid composition of the TAG. The TAG chair must convene the group of stakeholders who have the skillset to discuss the needs of the student(s) being considered for AG programming. For example,

following the receipt of EOG data, at the middle school level, the TAG team should consist of subject lead teachers and school counselors with knowledge of student scheduling. Following these meetings, the TAG Chair is responsible for generating the DEP and sharing it with the parent/guardian.

The middle school level of AG service is enrollment in advanced coursework. As such, the middle school DEP:

- lists service as advanced coursework
- highlights the differentiation strategies that may be implemented in the advanced courses
- details how the AG Department supports and encourages classroom differentiation through access to the district-provided Canvas course

Teachers are required to send home quarterly Progress Reports, which also serve to document the student's performance in AG programming. As with the elementary DEP, the TAG Chair is required to host a Parent BOY meeting. Since the experience of the teacher to meet the needs of advanced learners is crucial to the success of middle school academically gifted students, this presentation must also inform parents of the number of teachers in the school who meet the district's requirement to teach academically gifted students.

#### **The High School DEP:**

Under the 2022-2025 AIG Plan, the high school DEP has been embedded into the student's 4-Year Plan. During annual conferences with students the School Counselor will discuss the student's progression in high school and their post-secondary aspirations. As needed, the School Counselor connects students with resources that further help them develop plans for their post-secondary success.

#### **\* Ideas for Strengthening the Standard**

The AG Department will:

- Revise the AG Progress Report structure to include:
  - o a report of teacher process to intentionally meet the needs of AG students through classroom differentiation according to the mandates of Article 9B.
  - o a summary, using a district template, that documents changes made to content, processes, and products to provide opportunities for enrichment and extension for at least one classroom unit.
  - o a professional learning experience in which the AG teacher, classroom teachers, and other curriculum leaders collaborate on the completion of this document.

#### **Planned Sources of Evidence**

\* AG Teacher Handbook

* K-2 Consultative Toolkit
* Instructional resources devoted to implementation of the K - 2 Nurture Programs
* Scope and sequence of AG enrichment units
* Unit plans/lessons/activities and associated rubrics
* Pre and Post Assessments from AG enrichment units
* Elementary AG Student Progress Reports
* Agendas, rosters and handouts from professional development offered by AG department
* Agendas from AG teacher meetings and support sessions
* Agendas for AP/IB Coordinator meetings
* AP/IB syllabi
* Parent newsletters
* Agendas from student meetings at transitional years
* AG database
* Team for Academically Gifted (TAG) notebooks with meeting agendas and minutes

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

## Standard 4: Personnel and Professional Development

### Guilford County Schools (410) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 4: Personnel and Professional Development

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

##### \* Practice A

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

The AG Director is AIG-licensed and oversees the AG Department including an AG Coordinator, two AG Teacher Leaders, AG Nurture Specialists, and elementary AG teachers, all of whom are also AIG-licensed. The Director is charged with the implementation, monitoring, evaluation and revision of the local AIG Plan and program K-12.

The Director oversees all AG Department practices and procedures to ensure full implementation of the AIG plan through daily supervision of the AG Coordinator and AG Teacher Leaders and collaboration with Directors from other departments to ensure alignment with district initiatives. The Director is responsible for organizing curriculum adoption and development for use with advanced learners, staying abreast of current resources and research and capitalizing on the expertise and experience of AG teacher leaders to develop new units for advanced learners. The Director is responsible for ensuring consistent and equitable screening and identification practices across the district through close monitoring and review conducted by the AG department's Central Office staff. The Director supervises data collection through AG department resources as well as through collaboration with the district's Data Analytics and Support department. The Director plans and oversees implementation of professional development opportunities for individuals serving AG students directly in any capacity. These professional learning opportunities are developed and delivered internally, consequently building local leadership capacity, as well as provided by outside consultants who offer expertise and experience in a specific domain. The Director directly oversees secondary services such as Advanced Placement and International Baccalaureate, meeting regularly with school representatives around recruitment, exam administration, and teacher and student support. The Director manages the partnership with Equal Opportunity Schools (EOS) to positively impact student participation and performance in rigorous secondary coursework. The Director is also responsible for district efforts to support student preparation and performance on college readiness measures such as the PSAT, SAT and ACT.

The Director oversees the AIG Plan revision process by purposefully involving multiple stakeholder groups in the review and evaluation process, by facilitating AG Advisory Board quarterly meetings and AIG Plan Revision writing sessions as appropriate and by following district procedures for presenting proposed revisions to stakeholder groups, district leadership and the local Board of Education. The Director serves as a liaison between the AG Department and all stakeholders.

### \* **Practice B**

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

District AG personnel and AG instructional specialists must hold AIG licensure:

- The district AG Coordinator and AG Teacher Leaders are AIG-licensed and serve as a direct link between central office administration and the 69 elementary and 23 middle in the district.
- The AG teachers assigned to the 69 elementary schools are AIG-licensed by the state of North Carolina.
- K-1 Nurture Specialists delivering the K-1 Nurture Program in select Title I schools are AIG-licensed.
- Elementary and middle school VS teachers who directly instruct students in the self-contained, full-time program for Very Strong service must hold their AIG licensure or agree to complete their licensure within 24 months of their employment in the program. Regardless of their AIG licensure status, all teachers assigned to this level of service must have data that demonstrates their effectiveness with students performing at the VS level.
- An AIG-licensed VS Nurture Specialist provides coaching and support to the VS teachers and families and serves as a liaison with the AG central office.

AG district personnel and AG specialists are funded largely through state AIG monies and are dedicated wholly to activities that specifically address the needs of gifted learners K-12.

- The AG Director is directly responsible for overseeing the provision of AG services in high school, through regular interaction with school-based AG contacts, AP and IB Coordinators and Equal Opportunity Schools (EOS) site-based teams.
- The AG Coordinator oversees the department's efforts to increase representation of underserved populations in AG, serves as a community liaison, organizes and facilitates the Academic All-Star summer camp, and organizes and delivers professional development to support department initiatives. The AG Coordinator is responsible for gathering data and input from other departments such as the Division of Research and Accountability, the EC Department and the English Learners Department and for analyzing AG identification, performance and retention data to evaluate and monitor Plan implementation. The AG Coordinator oversees the implementation of AG services and compliance in middle school and provides professional development and support for middle school Team for Academically Gifted (TAG) Chairs in each middle school. The Coordinator also serves as the liaison with the Very Strong (VS) program at the Academy at Lincoln to assist with recruitment, testing, parent communication and support for quality programming and instructional resources.
- The AG Teacher Leaders are responsible for the direct oversight of AG programming in elementary schools to ensure compliance with screening and identification procedures, to support AG teachers in instruction and curriculum, to provide staff development for elementary AG teachers, and to serve as a liaison with principals and parents to ensure that AG students are

receiving curriculum and instruction that meets their needs. AG Teacher Leaders also plan and orchestrate the delivery of the AG Explore summer enrichment camp for AG students across the district.

- The elementary AG teachers must use 100% of their allotted instructional time at their assigned site(s) for the academic advancement of high ability and high potential students. Elementary AG teachers carry out screening and identification procedures, maintain the AG database, collaborate with classroom teachers, deliver school-based staff development on the needs of gifted learners, and provide direct instruction for AG students in reading and math. Elementary AG teachers provide appropriate differentiated instruction for AG-identified students through a pull-out enrichment model using reading and math curriculum units which extend and enrich the NC curriculum beyond what is available in the regular classroom. Social and emotional issues are addressed in part through the study of Habits of Mind, which is embedded in the curriculum and intentional focus on cultivating a Growth Mindset. AG teachers also provide Talent Discovery and Talent Development interactive lessons to primary classrooms and through pull-out enrichment for students identified as high potential. AG teachers are also available to collaborate with general education teachers to ensure that AG students' needs are being met in the regular education classroom.
- K-1 Nurture Specialists provide whole group and small group instruction to all Kindergarten and First Grade classrooms in select schools utilizing the Primary Education Thinking Skills (PETS) curriculum.
- VS teachers provide direct instruction in all four core content areas for AG-identified students participating in the self-contained highly gifted VS program at the Academy at Lincoln.
- The district-based VS Nurture Specialist is assigned to provide daily onsite support for the VS Program at the Academy at Lincoln. This district-level position is responsible for the following key tasks:
  - o Coaching VS teachers on the academic, social, and emotional needs of highly gifted students
  - o Coaching VS teachers on the needs of highly gifted students from diverse backgrounds and the use of relevant curriculum resources to engage these learners
  - o Assisting VS teachers with instructional planning that ensures that acceleration, extension, and enrichment guide content, process, and product differentiation
  - o Coordinating and/or providing professional development for VS teachers that includes culturally responsive pedagogy and strategies for working effectively with students with a strong academic talent from diverse backgrounds
  - o Coordinating and/or providing professional development for VS teachers on the use of curriculum resources that are research-based and designed to meet the learning needs of students with a strong academic talent
  - o Assisting teachers assigned to the VS program in developing engaging, inquiry-based instructional content for improving overall student achievement

### **\* 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.

The district has established expectations and opportunities for professional learning around the identification and service for advanced learners which are appropriately differentiated to address the needs of specific stakeholder groups. The professional learning opportunities align with the AG department's goals of:

- expanding understanding of district procedures for identifying gifted learners
- increased awareness of the unique academic, social and emotional characteristics and needs of these students
- improved instructional capacity to meet those needs
- a districtwide ability to advocate for gifted students and support the implementation of systemic processes that ensure equitable identification and service provision across the district

The differentiated professional learning opportunities provided include:

**District AG Department:**

All members of the district's AG Department must hold their AIG licensure. Additionally, it is expected that they will be active members of the North Carolina Association for Gifted and Talented (NCAAGT) and attend the annual conference to stay abreast of current trends in gifted education impacting students in NC. Depending on funding and district guidelines, during each renewal cycle, they can petition to attend the National Association for Gifted Children (NAGC) national conference. During weekly department meetings, as needed, relevant articles and best practices from other large districts are discussed for potential impact on GCS students.

**Elementary AG Teachers and VS Teachers:**

AG elementary teachers gather monthly with district AG personnel to collaborate on instructional and procedural matters. At these required meetings, teachers receive training on the appropriate implementation of AG processes, including screening and identification, documentation, database management, communication, teacher collaboration, student performance review, etc. in order to ensure consistency of program implementation across the district. Teachers new to the AG classroom receive additional structured support from the AG Department and have opportunities to work with veteran AG teacher-mentors to learn best practice.

The AG Department has specific initial training that is required of all elementary AG teachers. These trainings are offered in an online format using the district's learning management system:

- AG Testing and Identification Protocols: Before they can begin the AG screening process, all teachers are required to complete the initial course. In subsequent years, they are required to complete a condensed module highlighting key procedures for that school year.
- Equity in Gifted Education: By 2025, all AG teachers will be required to complete the first course in this series.

As needed, VS teachers participate in district-provided opportunities for their subject area as well as learning opportunities provided by the AG Department. These learning opportunities address curriculum expectations (i.e., inquiry-based learning; concept development, and cross-curricular activities) as well as support for addressing the social and emotional needs of highly gifted students. Additionally, the VS Nurture Specialist position is a position that is housed in the AG Department to provide daily on-site coaching and mentoring to VS teachers.



### **Middle School TAG Chairs**

Required monthly middle school TAG chair meetings provide an opportunity to receive training on the appropriate implementation of AIG processes, communication, student performance review, etc. in order to ensure consistency across the district. The AG Department provides professional development on social and emotional needs of AG students and instructional strategies for teaching advanced learners that can be taken back to schools and shared with staff.

### **K–8 Classroom Teachers:**

At the elementary and middle grades, the professional development focus is to ensure that academically gifted students are taught by teachers who have an awareness of gifted characteristics and how to best meet the academic needs of these students through effective differentiation. Teachers of academically gifted students should hold their AIG licensure or, at a minimum, have completed the district's AG PD Series.

This two-part series, which consists of 12 hours of content, is delivered in a blended format throughout the year through a Canvas Course with live sessions on Saturdays, designated teacher workdays or during the summer. Schools may also opt to provide the series to the entire staff when they are able to dedicate workdays to completion of the series. The AG PD series is designed to help teachers develop a better understanding of best practices for meeting the needs of these learners in heterogeneous classrooms:

**Characteristics of Gifted Learners** covers the following topics:

- Understanding the district's identification and service model
- Recognizing characteristics of gifted students from underrepresented populations (i.e. dual exceptionalities, students of poverty, students from diverse cultural and linguistic backgrounds)
- Recognizing the characteristics of gifted learners
- Recognizing common myths associated with gifted learners
- Recognizing characteristics of underachievement among gifted students
- Supporting the social and emotional needs of gifted students (segment that focuses on Growth Mindset)

**Classroom Practices for High Ability Learners** covers the following topics:

- Learning effective tools to inventory student's learning preferences (i.e., multiple intelligence, interest inventories)
- Embedding higher level questioning into daily instruction
- Strategies for differentiation, acceleration and increased rigor

AG elementary teachers are also expected to provide staff development in their own buildings on topics specific to educating advanced learners. The AG district office provides modules that can be personalized for school-based professional development. These sessions are to be provided annually and should address the needs of the academically gifted students in their building (e.g., strategies for early finishers; culturally relevant curriculum for academically gifted students from diverse populations; underachievement of gifted students, etc.). Classroom teachers assigned to teach AG students are required to attend these professional development opportunities.

AG teachers also collaborate with school-based Curriculum Facilitators to provide onsite professional learning for classroom teachers around the development of appropriate plans for differentiated instruction to ensure that curriculum and instruction in the regular education classroom is appropriately adjusted for advanced learners.

**High School Classroom Teachers:**

Teachers assigned to teach Advanced Placement (AP) courses or International Baccalaureate (IB) courses must successfully complete all trainings required by the College Board or the International Baccalaureate Organization. The district funds initial and renewal training for all teachers of these courses. Annually, the AG Department provides a full-day of professional learning experience for these teachers to gain exposure to current resources and trends, examine local and national data and collaborate around instructional best practices in the advanced secondary classroom. Both the AP Saturday and IB Saturday professional development opportunities pay the teachers a stipend for attendance. Finally, teachers in high schools partnering with Equal Opportunity Schools (EOS) receive professional development around equitable practices and support of students from underrepresented populations in the AP or IB classroom.

**Administrative and Support Staff:**

Annually the AG Department also presents at the district's annual Summer Leadership Institute, which is required of all school principals and assistant principals. The focus of the annual institute is determined by district leadership. Each department, including the AG Department, is required to develop content sessions that help school leaders understand the correlation between their department and the focus area. At the secondary level, school leaders are also encouraged, at the district's expense, to pursue AP and IB training in an effort to better support these programs.

In addition to the Summer Leadership Institute, the AG Department presents at the district's annual Summer Curriculum Facilitator (CF) Institute. At the elementary level, the presentation focuses on the weekly collaboration required of elementary AG teachers and the Curriculum Facilitator to discuss AG student data and grouping as well as differentiation strategies that can be implemented to meet the instructional needs of AG students. Middle school Curriculum Facilitators are highly encouraged to complete the district's AG PD Series or obtain their AIG licensure. Additionally, all K–8 Curriculum Facilitators are required to attend monthly district-wide PLCs. At these meetings, the AG Department is called upon to present relevant information regarding best practices in differentiated learning.

Each high school has an AP and/or IB Coordinator that attends monthly trainings facilitated by the AG Department. Topics such as AP/IB enrollment, data-driven decision making, teacher needs, AP syllabi support, and AP testing are addressed during these required sessions. High schools participating in the Equal Opportunity Schools (EOS) partnership complete ongoing professional learning experiences around strategies to identify, recruit and support students from underrepresented groups in advanced high school coursework. Participating staff are called to reflect on and share their learnings with other staff at their schools in an effort to impact the school culture as a whole.

School Counselors are an integral part of district efforts to address the academic, career and social and emotional needs of academically gifted students. At least one counselor per school is expected to complete an adapted version of the district's two-part AG PD series, which focuses on the characteristics of gifted learners, equity and access in gifted programming and current identification and service practices in the district.

Specific trainings are provided for Governor's School contacts to ensure active promotion and recruitment, provide support with application preparation and submission, and oversee consistent implementation of district processes in support of the district's goal to identify a pool of candidates which reflects the strengths and diversity of the district.

AG department members also participate in districtwide Counselor trainings to provide perspective and best practices for advanced learners to ensure that they are supported through annual recruitment for advanced course opportunities, the college search and application process, scholarship pursuits, and the identification of appropriate mentorship, service-learning and enrichment opportunities. The AG department also facilitates sessions designed to assist School Counselors in the development of resources to use in small and large group guidance opportunities for AG students. These resources align to the district's Collaborative for Social and Emotional Learning (CASEL) initiatives and are designed to help academically gifted students develop the social and emotional competencies needed for school success.

The AG Department continues to seek opportunities to expand professional learning options to respond to the need for purposeful, targeted learning for classroom teachers K-12, school administrators and other staff on recognizing giftedness and exceptional abilities in students and best practices for cultivating high potential.

#### **\* 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.

All elementary AG and VS teachers are required to hold AIG licensure. This requirement is included in the posted job description and supported by Human Resources. The AG Department reserves the right to determine allotments and to place AG teachers in elementary schools. Currently, the AG Department screens candidates for elementary AG teaching vacancies and is increasingly involved in the local interview process, ensuring the selection of AIG-licensed candidates. The AG Department also participates, upon request, in the interview process for teachers of the Very Strong (VS) service model.

The AG Department annually provides scheduling and placement guidelines to assist school principals with classroom planning and student placement for the following school year. The guidelines address district expectations for clustering of AG students in the fewest number of classrooms possible and require placement of AG student clusters with teachers who have AIG licensure or have completed the local AG professional development series. The cluster-grouping guidelines are also included on the district's Academic Priorities document which communicates overall district scheduling expectations. The department also provides annual updates to principals regarding personnel who are AIG-licensed or who have completed the district's AG Professional Development series.

In order to monitor appropriate student placement and teacher assignment:

- At the elementary level, the AG Director collaborates with the Student Information Office to verify student placement in classes prior to the beginning of the school year to ensure that clustering recommendations have been followed.

- At the middle school level, appropriate student placement in accelerated math courses is verified at the district level based on current district criteria and in accordance with SB500 advanced math regulations. Adjustments are made as needed.
- Elementary AG teachers and middle school TAG Chairs meet annually with principals to complete a Fidelity Checklist which evaluates the effective implementation of AIG Plan expectations regarding AG student grouping and placement. This tool helps to facilitate reflective discussions on best practices for grouping and teacher assignment.
  - o When teachers do not meet training expectations, they may pursue one of the following options prior to July 1 to be considered in compliance for the following school year:
    - Apply for the district-provided AIG Add-On Licensure Scholarship. If accepted, agree to enroll in the partnering university and fully complete the program.
    - Independently enroll in an AIG-licensure program provided by an approved Institution of Higher Education (IHE) with the expectation to complete the program within 24 months.
    - At their own expense, register to take the Gifted Praxis and, if applicable, add AIG credentials to their NC Teaching License. Those who complete the district's AG PD Series, successfully pass the Praxis and update their license can submit a request for reimbursement for the cost of the Praxis.
    - Successfully complete both courses of the AG PD series.
- The use of AP Potential as a tool to identify students for Advanced Placement coursework is a district requirement and is monitored through a data dashboard that cross-references AP Potential reports and student course requests to facilitate targeted school recruitment efforts.
- Following the annual course registration window, the district generates an Advanced Placement Discrepancy report to ensure that high schools are not overlooking students who demonstrate potential for AP course enrollment.
- The AG Department also verifies that teachers assigned to teach Advanced Placement or International Baccalaureate courses have received the appropriate training and works with high school AP Coordinators to secure training when necessary.

## \* Practice E

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

Out of almost 5,000 GCS teachers, fewer than 300 teachers K-12 hold AIG licensure. GCS has established an annual scholarship opportunity to provide AIG licensure for teachers through a partnership with an Institution of Higher Education (IHE). The scholarship helps to build teacher capacity within the regular education classroom to recognize and address the unique academic, social and emotional needs of gifted learners.

The AG Department is working specifically to increase the diversity of the AG teaching staff so that it better reflects the demographics of the district. As such, the selection process is purposeful and intentional in selecting teachers from underrepresented groups (teachers of color, male teachers). Teachers who are awarded the scholarship are contractually obligated to the district for three years.

The district employs the following recruitment strategies for the AIG Scholarship opportunity:

- In online content of the AG PD Series, the last module includes information about the scholarship opportunity and links the need for AIG-licensed teachers, including male teachers and teachers of color, to national, state, and district data regarding academically gifted students and the teachers serving these students.
- On Day 2 of the district's AG PD Series, a member of the AG Department provides a review of the scholarship opportunity and specially addresses the goals of diversifying the demographics of those who have AIG-licensure in the district.
- Following the completion of the AG PD Series, the AG Department sends an email to all participants reminding them of the scholarship opportunity. This email includes links to the department's website where additional information is available regarding the scholarship as well as other IHEs that have an approved program of study.
- In weekly Curriculum Facilitator Updates and Leadership Action Updates for principals, announcements are made regarding the scholarship opportunity. This announcement encourages male teachers and teachers of color to apply.
- School administrators are encouraged to recommend male and/or teachers of color for the scholarship opportunity.
- Upon successful completion of the university's program, teachers awarded the scholarship pay the required NCDPI fees to add AIG certification to their teaching license. Recipients of the scholarship must commit to the following: (a) host two additional summer enrichment camps for elementary students currently receiving AG services; and (b) agree to be employed with GCS for 3 years following the completion of the program. Any teacher who fails to meet these requirements, must reimburse all district funds used to cover the cost of tuition.
- AIG Add-On Licensure Scholarship recipients are submitted to the Board of Education and published on the AG webpage for public recognition.
- For the 2022–2025 Plan, the AG Department will consider accepting applications for the scholarship to the following support staff groups as well as from classroom teachers who are not currently assigned to K–8 core classrooms:
  - o School Counselors
  - o Media Center Specialist
  - o Encore/Special Teachers
  - o Curriculum/Instructional Facilitators
  - o District Curriculum Coordinators/Teacher Leaders

In 2021, the AG PD series, which constitutes the local minimum requirement, was revised to ensure that the content aligns with the standards assessed on the Gifted Education Praxis. Teachers who complete the AG PD series and successfully pass the Praxis exam are reimbursed for the cost of the exam. Highlighted content includes:

- Historical understanding of the field of gifted education
- Characteristics of academically gifted students
- Researched-aligned differentiation strategies
- Recommended service models for gifted education
- Addressing the academic needs of special student groups (i.e., 2E, students from underserved populations, EL, etc.)

## \* Practice F

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

In response to the NC DPI Call to Action, specifically Critical Action 6, the AG Department's local minimum PD requirement includes a focused module on non-traditional characteristics of gifted learners and potential barriers to identification. Additionally, elementary AG teachers deliver required PD sessions to their school staff which embed content aimed at changing mindsets of instructional personnel. Monthly AG teacher, TAG Chair and AP/IB Coordinator meetings include support for consistent implementation of policies and practices to address equity and access to gifted programming.

Our district has a Diversity, Equity, and Inclusion (DEI) Office that oversees all district initiatives related to equity and access of educational programming. The DEI Office provides a foundational PD course that addresses the following:

- Terms for discussing Diversity, Equity, Inclusion, and Oppression
- African-American Male Student Achievement
- American Indian Student Achievement
- Latinx Student Achievement

The AG Department has collaborated with the DEI to create three courses specifically designed to address equity in gifted education. The pathway requires teachers to build a foundational and historical understanding of systemic oppression through their successful completion of the course offered by the DEI Office prior to their enrollment in the courses created by the AG Department:

1. **Equity in Gifted Education** (Course 1): This course is designed to help AG teachers understand the history of gifted education and how underrepresentation can be attributed to this history. During the course, AG teachers review district and school data to develop goals for their school's Team for Academically Gifted to dismantle systems that prevent students from underrepresented groups from receiving AG services. This course is delivered in a hybrid format where the AG teacher completes Canvas modules and participates in live virtual or face-to-face sessions to discuss the course content. Primary resource: ***Achieving Equity in Gifted Programming: Dismantling Barriers and Tapping Potential*** by April Wells
2. **Equity in Gifted Education** (Course 2): This course is designed to help AG teachers better understand the cultural learning needs of students and how to best tailor instruction to capitalize on these cultural strengths. During this course, AG teachers will have the opportunity to revamp their plans for one AG unit to ensure the inclusion of cultural learning aids and materials that reflect the students of Guilford County Schools, with a focus on underrepresented ethnic groups at their schools. This course will be delivered in a hybrid format where the AG teacher will complete Canvas modules and participate in live virtual or face-to-face sessions to discuss the course content. Primary resource: ***Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*** by Zaretta Hammond.



**3. Black Boy Joy: Recognizing Giftedness in African American Males:** This course is designed to help classroom teachers understand race, privilege, and bias in gifted education. Teachers will learn how the culture of African American males can and should be used to identify the strengths of these students in the classroom and to make intentional changes in their teaching practices to highlight these strengths in their classrooms.

The AG Department is also collaborating with other departments on the development of additional professional learning sessions, such as:

- Content-specific support for teaching gifted students in all core subjects, including a focus on flexible grouping techniques to maximize differentiation
- Understanding metacognition by 'Making Thinking Visible'
- Encouraging Growth Mindset in teachers, students and parents
- Black Boy Hustle: Recognizing Giftedness in African American Males
- Money Talks: Recognizing Giftedness in Students of Poverty
- I, Too, Am AG: Understanding the Needs of 2E Students
- Recognizing Giftedness in EL Learners
- Girls Do Code: Recognizing STEM gifts and talents in girls

#### \* 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.

The AG Department works in collaboration with numerous district departments, including specific content departments, Counseling Services, New Teacher Support, Guilford Parent Academy, MTSS, CTE, EC, EL and Data Analytics to ensure that district adult learning opportunities address the needs of all learners, including academically advanced learners.

Teaching, Learning and Professional Development directors work together to develop professional learning for school-based Curriculum Facilitators and Multi-Classroom Leaders to present a cohesive body of learning that can be reinforced at each school site. This alignment of efforts occurs during an annual summer CF Institute as well as during monthly CF/MCL PLC meetings.

Similarly, the AG department works closely with the content departments and EL department to deliver professional learning for teacher leaders around the development of appropriately differentiated curriculum and instruction which acknowledges student background, cultural strengths and learning differences. The professional learning is ongoing, includes appropriate book study opportunities, and intentional forums for teachers to practice and refine their craft, including revised units and lessons.

The AG department has also worked in collaboration with Teaching, Learning and Professional Development to create a districtwide Canvas course which focuses on appropriate differentiation for advanced learners in the regular education classroom. The course modules present research-based strategies for differentiation and contain curated resources and sample lessons, including NCDPI's Advanced Learning Labs and Booster Shots, to support understanding and implementation of the instructional strategies. Participating



teachers are invited to contribute through discussion boards to share stories of successful implementation, to offer additional sample lessons or to collaborate with colleagues to further their understanding. Content departments seek to support AG goals of building teacher capacity to provide adequate rigor in instructional design by embedding best practices in differentiation for advanced learners in district-wide content professional learning sessions and by promoting the use of the *Differentiation Strategies for Advanced Learners* Canvas Course.

The AG Department is often called on to contribute components to district trainings delivered by the MTSS, EC and EL departments where priorities for addressing the needs of diverse learners align. Professional learning for new and lateral entry teachers includes a module to address the AG perspective and serves to reinforce AG Department goals of furthering teacher understanding of the unique attributes of gifted learners and building teacher capacity.

The AG Department sponsors participation in the NCAGT conference for as many teachers as the budget allows. Sponsored teachers are required to share highlights of the conference and specific take-aways that are beneficial to the teaching core.

Professional Learning Communities (PLC) are implemented as a district expectation, both at the school level and centrally. Elementary AG teachers are all required to participate in at least one weekly grade-level PLC at each of their assigned schools to support collaboration. AG teachers also attend monthly PLCs hosted by the AG department which provide opportunities for sharing of best practice, collaborative lesson revisions and a forum to learn from peers. AP/IB Coordinators are expected to take new learnings back to their instructional staff and organize PLCs specific to teachers of advanced coursework as a collaborative forum to address best practices in support of advanced learners. These professional learning opportunities align with district priorities of increasing enrollment in advanced secondary coursework and of closing the opportunity gap which exists between racial demographic groups in the district.

The AG Department will continue to partner with appropriate departments to provide additional professional learning sessions, such as:

- Understanding metacognition by 'Making Thinking Visible'
- Encouraging Growth Mindset in teachers, students and parents
- Black Boy Hustle: Recognizing Giftedness in African American Males
- Money Talks: Recognizing Giftedness in Students of Poverty
- I, Too, Am AG: Understanding the Needs of 2E Students
- Recognizing Giftedness in EL Learners
- Girls Do Code: Recognizing STEM gifts and talents in girls

### **\* Ideas for Strengthening the Standard**

The AG Department will:

- collaborate with the Student Information department to generate high school AG rosters and course selection in order to audit participation in advanced coursework
- collaborate with the Data and Analytics department to provide PD for administrators and teachers on understanding data analysis of CogAT scores to inform grouping practices and instructional practices for all students

- provide PD for administrators on using ongoing, differentiated Annual Plans and AG Scope and Sequence to conduct meaningful classroom observations
- require the third goal of an AG Teacher's Professional Development Plan to directly relate to the district AIG Plan

## Planned Sources of Evidence

- \* Job descriptions for Central Office Academically Gifted staff
- \* Roster of AIG-certified district personnel
- \* Elementary AG teachers' schedules
- \* AG scheduling and placement guidelines
- \* Elementary and Middle Annual Fidelity Checklists
- \* AG professional development schedule and attendance rosters
- \* AG teacher meeting agendas, presentations and attendance rosters
- \* TAG chair meeting agendas and presentations
- \* AP/IB Coordinator meeting agendas and presentations
- \* Enrollment in Canvas Differentiation Strategies for Advanced Learners Course
- \* User statistics of the Canvas Differentiation Strategies for Advanced Learners Course

## Documents

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

## Standard 5: Partnerships

### Guilford County Schools (410) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

## Standard 5: Partnerships

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

### \* Practice A

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

- academic and intellectual
- social and emotional.

Parents of AG students serve as members of the Team for Academically Gifted (TAG) at each elementary and middle school. The TAG is responsible for AG decision-making at the school level. Parents are also active members of the AG Advisory Board and participate in parent forums and focus groups conducted during AIG Plan writing years.

Elementary AG enrichment units create opportunities for parental involvement through partnerships, speaker opportunities and authentic engaging scenarios where students link their conceptual learning to real world applications through service learning.

Partnerships with parents often occur to support extracurricular enrichment opportunities for AG students across grade levels, including academic competition coaching, club advisors and to provide expertise in a given domain (robotics, history, STEM, arts).

Parents are often called upon to share their experience and lived understanding about raising a gifted child, navigating gifted education and social/emotional challenges as well as appropriate academic and extracurricular opportunities for gifted students. Parents partner with the AG Department to share with other families during AG informational sessions about Governor's School, Academic All-Star Camp and other sessions on gifted programming.

The GCS AG Department is very fortunate to have an active Partners for the Advancement of Gifted Education (PAGE) chapter which facilitates partnerships between the department and AG families. The PAGE Board meets with AG staff regularly to align

communications, events and targeted support to needs in the district.

For example, the AG Department works hand-in-hand with PAGE members to:

- organize events and speakers to address social and emotional issues that families of gifted students are experiencing such as anxiety, stress and perfectionism
- offer informational sessions for AG families – AG Transitions to Middle School, AG Transitions to High School – which include panels of student/family representatives of various AG programs to discuss the impact that these programs and opportunities have had on their families
- offer visits to college campuses such as Wake Forest and Duke University for rising 9th grade AG students who attend the Academic All-Star summer camp
- provide articles and updates communicated through the PAGE newsletter that is distributed to families of gifted students
- facilitate opportunities for families of gifted students to ask questions, share concerns and have a common voice so that the AG department will remain informed of any misconceptions, issues or misinformation that needs to be clarified

The AG department partners closely with parents of highly gifted students enrolled in the Very Strong (VS) program at the Academy at Lincoln to:

- publicize and celebrate accomplishments of students and student groups, including academic team competitions, unique enrichment projects and individual student awards and achievements
- promote the unique academic and social/emotional benefits of the program for highly gifted students from the parent and student perspective to raise awareness throughout the district
- purposefully recruit highly gifted students from underrepresented populations to encourage families to consider and accept the invitation to enroll in the program
- include parent participation in school programming including serving as guest speakers and as authentic audiences for real-world projects

### **\* Practice B**

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

GCS is fortunate to be located in close proximity to several colleges and universities: UNC Greensboro, North Carolina A & T, Bennett College, Greensboro College, Guilford College, High Point University, Elon University, Wake Forest University, Duke University and Guilford Technical Community Colleges. Partnerships with these institutions can be leveraged to support and extend the way in which AG students are served throughout the district.

At the present time, GCS partners with several local universities to provide early college and middle college experiences for students. In GCS Early Colleges, high performing students are fully matriculated college students beginning in grade 11.

Furthermore, the AG department partners with accredited universities to offer AIG certification courses by funding course tuition for district personnel who apply for and are awarded a scholarship. This partnership is directly beneficial to GCS AG elementary students

since the practicum portion of the licensure program requires participating teachers to develop and deliver a weeklong summer enrichment experience within the district.

The Academic All-Star Camp is a summer enrichment opportunity that targets high-performing rising 9th grade students across the district. Through collaboration with local universities, students explore future academic opportunities through information sessions and campus tours.

Additionally, local businesses and industry have taken a marked interest in partnering with GCS to provide the students of Guilford County the most advantageous education possible, resulting in multiple new Career and Technical Education Signature Academies which focus on the most needed and marketable skills in today's career fields.

### **\* 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.

The AG Department has made an intentional effort to balance stakeholder representation on the AG Advisory Board in order to have as many perspectives represented as possible to monitor implementation, provide input to guide revisions and program and Plan development. The Board is culturally and ethnically diverse and is made up of parents of identified gifted students, AG and regular education teachers, EC and EL representatives, counselors, school-based administration, school board members, and district administration including AG Teacher Leaders, AG Coordinator and the AG Director. All grade spans are represented in order to gain input and support regarding programs for elementary, middle, and high school students. The Advisory Board meets regularly to monitor the implementation of the AIG Plan.

The AG Department continually asks for feedback on the Plan and programs, as well as gives opportunities for parents and community members to volunteer to be a part of the Advisory Board. Open forum sessions and surveys provide the opportunity for students, parents, school personnel and members of the community to have a voice regarding gifted programming. This input is analyzed and shared with the AG Advisory Board so that informed decisions can be made as the AIG Plan is reviewed and revisions are proposed. The AG Advisory Board meets more frequently during a Plan-writing year in order to assist with gathering input from stakeholder groups, to research and discuss potential improvements and to provide timely input on proposed modifications.

Under the 2022-2025 Plan, the AG Department will work to include the student voice in Advisory Board membership, by adding student representation, by hosting student focus groups and/or through the voices on the Superintendent's Advisory Council.

### **\* Practice D**

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

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

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

The GCS AG Department disseminates information to all stakeholders about the goals and policies of the AIG Plan and program.

The AG website is a principal resource for students, parents, and the community to access information about the current GCS AIG Plan, program, and processes. The website offers a Google Translate feature so that its information can be accessed in multiple languages. Additionally, the AG Department partners with the Guilford Parent Academy, PAGE, and the GCS District Relations Department to capitalize on existing communication feeds and avenues for all stakeholders, including Parent Forums, Connect-Ed phone calls, GCS Good News publications, social media posts and newsletters.

The AG Department:

- communicates with principals as needed through weekly 'Leadership Action Updates'
- communicates with Curriculum Facilitators through weekly newsletters
- communicates with high school AG liaisons through regular Counselor communications
- attends district-wide counselor, curriculum facilitator, and principal meetings
- requires AG teachers and Middle School TAG Chairs to distribute quarterly newsletters to AG families which document current AG programming topics and provide information regarding extracurricular opportunities appropriate for gifted learners
- ensures that schools hold regular parent information sessions led by AG teachers at the beginning of the year and following the screening window to discuss screening, identification and eligibility; curriculum; transitions; and other needs
- partners with Guilford Parent Academy to provide presentations on topics of interest in a timely manner. i.e. before 2nd grade screening, before middle and high school registration
- publishes parents/students' rights on the AG website
- continues to have parent representatives as well as principals, counselors, and teachers from across the grade spans on the AG Advisory Board
- showcases AG student achievements on the website, through the GCS News Brief, and through local news media outlets
- posts recorded informational presentations on AG identification procedures and programming on the public website

District-sponsored parent meetings are held at various locations across the district as well as virtual sessions to ensure participation. Topics include Governor's School information, ACT/SAT preparation and the Academic All-Star summer camp.

A district-sponsored GCS Choice Showcase is held annually to allow families to explore the numerous learning options available through the magnet schools and programs. GCS also holds an annual College Night and Career Fair where students and families can explore post-high school opportunities. Translators are available at these events to assist families.

As linguistic diversity increases so does the need for additional sources of interpretation. Through collaboration with the EL department, the AG Department presently supports non-English speaking parents through translations of letters and forms, by advocating for non-English speaking students, and by providing translators as needed. Translators in multiple languages, including American Sign Language, are used to inform and counsel parents on educational options that may be available within the school system for their student.

Under the 2022-2025 Plan, the AG Department will investigate the use of a GCS communications app which will facilitate communication with families who opt in. Communications will be issued directly from the AG Department, permitting direct delivery of flyers, newsletters, and announcements of pertinent events and opportunities for AG students and families.

The AG Department will also work to update the AG webpage frequently with student highlights and upcoming events so that the site is a source of timely information for families and community members. Furthermore, outreach efforts will focus on diverse and authentic representations via non-traditional portals such as churches, civic and community-based organizations, neighborhood groups, sororities, and the City of Greensboro.

#### **\* Ideas for Strengthening the Standard**

The AG Department will:

- partner with the EL department to record translated versions of AG informational presentations
- participate in the GCS-CTE Get into Industry Tours (GIIT) to identify and foster potential business and industry partnerships
- invite members of the local business community to participate on the AG Advisory Board
- increase communication with university and business partners to raise awareness about existing opportunities for enrichment, mentorships, internships, etc.
- strengthen parent partnerships with AG programming opportunities at the local school level

#### **Planned Sources of Evidence**

\* PAGE newsletters and fliers

\* Agendas and presentations from Guilford Parent Academy sessions

\* AG website

\* AG newsletters



- \* AG survey responses
- \* AG teacher handbook
- \* AG Advisory Board membership, agendas and presentations
- \* Academic All-Star Camp brochure
- \* AG Scholarship contract and documentation

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

## Standard 6: Program Accountability

### Guilford County Schools (410) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

## Standard 6: Program Accountability

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

### \* Practice A

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

The development of the GCS AIG Plan includes the following actions/steps:

- Plan implementation monitoring and exploration of strategies to improve during the first two years of the Plan
- AG Department attendance at regional meetings and technical assistance visits with Department of Public Instruction staff to support plan development and improvement
- Review of DPI feedback on current AIG Plan
- Gathering of stakeholder input throughout the plan development process which may include surveys, public forums, and targeted focus groups
- Regular Advisory Board collaboration sessions to review input and propose revisions
- Presentation of an executive summary of proposed revisions to the Superintendent's Council
- Proposed revisions are typically posted for public comment prior to Board approval
- Presentation to the GCS Board of Education for approval

- Submission to the Department of Public Instruction

### \* **Practice B**

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

The AIG Plan is monitored by the AG Director, AG Coordinator, AG Teacher Leaders and the AG Advisory Board.

AG Central Office personnel meet weekly to address implementation matters, including consistency of implementation across the district, any legislative updates that would impact AG programming, adjustments needed to align to district and state policies and considering individual school challenges and needs.

AG Teacher Leaders conduct observations and compliance visits in all district elementary schools throughout the year to ensure consistent implementation of the district AIG Plan. Teacher Monitoring Documents are maintained for each elementary AG teacher. This documentation records compliance with AIG Plan components such as service delivery, utilization of AG enrichment curriculum, fidelity of screening and identification processes, school-level collaboration and planning, leadership activities, communication with stakeholders, and staff development initiatives.

The AG Coordinator monitors the implementation of identification and service at the middle school level and for the Very Strong Program at The Academy at Lincoln. Monitoring documents for school-based TAG teams record compliance with AG identification processes and documentation, communication with stakeholders, development of annual plans for differentiation, and collaboration among classroom teachers to ensure service delivery through advanced coursework.

Additionally, Fidelity Checks are completed with elementary and middle school principals to verify recommended AG grouping and scheduling practices in the fall to help facilitate registration decisions. The AG Coordinator and AG Teacher Leaders provide updated rosters of eligibility to assist with clustering practices during the summer scheduling process for schools out of compliance.

The AG Director monitors the implementation of AP and IB programming in the district's high schools. Monthly AP Coordinator meetings ensure consistency and equity in availability, access, recruitment practices and quality control for advanced coursework. Likewise, monthly IB Coordinator meetings align programming practices among the four IB high schools to ensure fidelity and consistency.

The Director also meets regularly with the Assistant Superintendent of Teaching, Learning and Professional Development to review data as it relates to AIG Plan implementation, progress on new initiatives and pilot programs and student identification and service.

The AG Advisory Board meets quarterly to monitor progress on implementation of the AIG Plan. These meetings are used to complete Interim Reports provided by NCDPI, to gather concerns or suggestions from stakeholder representatives and provide annual updates based on AG data collection.

### \* Practice C

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

The GCS Finance department develops the LEA budget, which includes the distribution of state and local 034 funds. The budget is approved by the Board of Education and managed and monitored by the AG Director.

State funding allotted for AG programming is directed primarily for AG elementary staffing purposes. Approximately 50 AG teachers serve 69 elementary schools.

State AIG funds are also used:

- to provide scholarships for licensed staff who wish to pursue AIG licensure in an effort to increase the number of AIG licensed personnel in the district
- to support teachers serving as district mentors for teachers new to AP or IB
- to remunerate teachers for curriculum development for the AG classroom
- to hire AG diagnosticians to assist with AG identification testing in order to ensure consistency across the district
- to implement K-1 Nurture
- to purchase online access of Iowa Achievement tests for AG identification

GCS contributes above and beyond state funding to ensure full implementation of the AIG Plan.

Local funds are used for:

- the development of appropriate differentiated curriculum
- resources to support AG-specific curriculum
- talent development programs geared toward building potential in underserved populations and closing the excellence gap
- the development and delivery of professional learning for district personnel on meeting the needs of gifted learners
- professional learning opportunities for AG personnel including state and national gifted conferences
- training for teachers new to AP or IB, renewal training and training for curricular revisions
- four IB Diploma Programs, including membership fees, postage and instructional supplies
- the Academic All-Star Camp, including staff salaries and instructional supplies
- supplies and materials for the AG Explore elementary enrichment camp
- supplemental PSAT funds in order to provide SAT preparation and AP Potential for all 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders
- SAT Prep and ACT Prep support resources and staff in high schools
- administration of the SAT School Day for all 11<sup>th</sup> graders
- the purchase online CogAT testing as the district's sweep screen for initial AG identification

### \* Practice D

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for

AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

As stated in Standard 3E, the district uses an assessment and analytics platform to access student-level data. Additionally, analytics visualization tools are used to create school-specific Data Walls. Both the Data Wall and the assessment and analytics platform provide schools with real-time access to data from diagnostic, formative, and summative assessments. Each school has an assigned Data Coach, a district-level position, that assists administrative teams and classroom teachers with understanding the use of these tools and the ability to use data to easily group students based on demonstrated performance or need. The district has employed the resources needed for school and district leaders to make informed decisions based on trends in student achievement data. This includes decisions for academically gifted and advanced learners involving their academic performance. All public reporting of student data is coordinated through the GCS Division of Accountability, Research, and Planning and the District Relations department to protect student confidentiality and to adhere to the rules of FERPA.

In addition to the district efforts of the Division of Accountability, Research, and Planning, the AG Department maintains an AG Database and AG SharePoint. These serve as secure platforms for the AG Department to communicate directly with AG contacts and share secure student information needed for placement and AG services.

For the 2022–2025 Plan, the AG Department in collaboration with the Division of Accountability, Research, and Planning, the Division of Student Support Services, and the Division of Innovation will create systems to better monitor trends that are not necessarily tied to assessment data but provide insight into the overall success of all AIG Plan initiatives.

#### All Levels:

- District use of a comprehensive K–12 college, career, and life readiness system to help the AG Department identify strengths and interests of those receiving AG services to ensure that these students are supported in the post-secondary goals (Division of Student Services)
- Number of AG served students eligible to participate in talent identification program, such as the John Hopkins Center for Talented Youth (AG Department)
- Trend data in the number of AG served students experiences homelessness (Division of Student Services)
- Survey data regarding social and emotional needs using the district's current assessment and analytics platform or other survey tool approved through the district's CASEL partnership (Division of Student Services)

#### Elementary Level:

- Demographic data regarding AG Explore Camp attendees (AG Department)
- Trend data in the number of AG served students who leave the district at the end of 5<sup>th</sup> grade (AG Department and Division of Accountability, Research, and Planning)
- The number of students transitioning from Talent Discovery opportunities and Tier 1 services to AG identification (AG

Department)

- Student math placement in accordance with SB 500

Middle School Level:

- Demographic data regarding AASC attendees (AG Department)
- Trend data in the number of AG served students who leave the district at the end of 8<sup>th</sup> grade (AG Department and Division of Accountability, Research, and Planning)
- Student math placement in accordance with SB 500
- Number of AG served not enrolled in advanced ELA courses

High School Level:

- Annual report of students who received AG services and participated in internship, apprenticeship, and mentorship opportunities (Division of Innovation)
- Annual report of the number of AG served students who successfully completed an AP, IB, dual enrollment courses (AG Department and Division of Research, Accountability, and Planning)
- Annual report of the number of AG served students who were recognized as Merit Scholars or received full scholarships (Division of Student Services)
- Trend data in the number students receiving AG services who leave the district as Early Graduates (AG Department and Division of Accountability, Research, and Planning)
- Trend data in the number of AG served students who are listed as drop-outs
- Number of AG students who successfully completed the CDM requirements

The data collected will serve to inform district decisions on how to ensure that appropriate and timely supports are in place to develop the aspirations of academically gifted and advanced learners.

**\* Practice E**

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

The demographic breakdown of GCS student enrollment is:

- 43% African American
- 28% White

- 18% Hispanic
- 7% Asian
- 5% Multi-racial

Approximately 13.4% of GCS students, including PreK students, are identified for EC services and 7.7% are identified for EL services.

16% of the overall district student population is formally identified as AG. The demographic breakdown of this AIG subgroup is:

- 20% African American
- 53% White
- 11% Hispanic
- 11% Asian
- 5% Multi-racial

When we consider all students receiving AG services in GCS, 20% of the overall district student population receives AG services and the demographic breakdown is:

- 24% African American
- 48% White
- 12% Hispanic
- 10% Asian
- 5% Multi-racial

Approximately 1.8% of AG-identified students are also identified for EC services and less than one percent are also identified for EL services.

The AG Coordinator position was developed specifically to monitor and address the representation, performance and retention of under-represented populations.

As such the Coordinator is tasked with:

- generating reports through PowerSchool and the district AG database to compare the demographic breakdown of the AG student population in relation to overall district and individual school populations
- analyzing disaggregated reports on AG student achievement
- determining targeted professional development to raise awareness of areas of disparity and of the needs of gifted learners from these groups.
- researching best practices in identification and programming for underrepresented students
- reporting out identification by demographic group three times per year – after fall screening, after second grade screening and after summer testing
- collaborating with the Office of Diversity, Equity and Inclusion to include AG data in departmental trainings and presentations



- collaborating with the Exceptional Children and English Learners departments to ensure the inclusion of these student populations

The performance of AG students is monitored annually upon the release of EOG/EOC score data. The AG department collaborates with the Division of Accountability and Research to verify that students from underrepresented populations have not been overlooked at the school level in the AG identification process. The AG department's Central Office personnel reviews and approves school-based eligibility decisions to ensure districtwide accuracy and consistency of AG identification practices.

An annual review of individual student performance may result in a change of service or the implementation of a Student Support Plan to strategize solutions for students whose scores may indicate underachievement or insufficient growth. Outcomes of annual reviews are communicated to parents by the school TAG chairperson. AG teachers systematically review available data for students who are new to the district to identify potential need for future AG screening.

At the high school level, AP/IB participation and performance data is analyzed to identify gaps in participation and performance of underrepresented groups. Expectations are in place to ensure that schools use AP Potential data consistently to identify students who could experience success in this advanced coursework. A district-funded partnership with Equal Opportunity Schools (EOS) focuses on identifying and addressing barriers and perceptions that hinder student enrollment in AP/IB courses.

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#### Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	25.31%	8.33%	9.94%	11.93%	18.40%	---	30.95%
<b>Male</b>	26.16%	6.74%	9.68%	9.26%	15.05%	---	30.61%
<b>Total</b>	25.76%	7.52%	9.81%	10.60%	16.69%	---	30.77%

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

<5%

### \* **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.

A key strategy of our AIG Plan is to ensure that every academically gifted and advanced student is taught by a teacher who is knowledgeable on the academic, social, and emotional needs of these students. Ideally, such knowledge would be obtained by completing the graduate courses needed for AIG licensure. However, the district has developed a 12-hour professional learning opportunity for teachers who are unable to obtain their AIG licensure through graduate courses. The content of the GCS credited courses provides district teachers with the information needed to:

- understand the characteristics of gifted learners – including the impact culture has on recognizing traits of giftedness in students from underserved populations
- effectively use differentiation strategies to provide appropriate opportunities for acceleration, extension, and enrichment

Information regarding the licensure of personnel serving AG students is currently available through the Principal Portal (online HR access for principals) and the Human Resource (HR) Department. In addition to the HR report, the AG Department maintains a record of participation and completion of the locally provided professional development. Annually, the AG department reviews the HR AIG licensure report as well as the attendance records for the district course to determine the following:

- the number of AIG licensed teachers at each school
- the schools that should be prioritized in promoting the AIG licensure scholarship awarded by the department or full-staff participation in the GCS created AG professional development
- the percentage of AG-identified students served by a teacher who has AIG licensure or has completed the GCS-created AG professional development series

Information regarding AIG licensure credentials and completion of minimum LEA requirements is communicated to school principals during the annual fidelity checks. At a minimum, teachers assigned to teach academically gifted students who have not met the district's requirement must have completed the district courses or passed the Gifted Praxis or be enrolled in a state-approved AIG licensure program by July 1. When a teacher fails to meet this requirement, principals are strongly encouraged to reschedule academically gifted students in such a way that ensures that they are instructed by a classroom teacher who meets the requirements stated in the AIG Plan.

### \* **Practice G**

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

Stakeholder feedback on the effectiveness of AG programming is critical to strategic implementation, ongoing evaluation and the identification of areas for improvement.

The AG Department posts an “Ask the AG Department” link on the department’s webpage which invites all stakeholders to submit questions, comments or concerns regarding AG services. These questions are immediately addressed by an AG Department member and commonly asked questions are compiled to populate an FAQ document.

There is also a district-level Let’s Talk communication tool which provides a means for stakeholders to ask questions and share concerns while maintaining anonymity if desired.

Regular parent informational meetings are conducted at the school and district level in person and virtually. These interactions always include question and answer sessions which provide opportunities for parents to ask questions, clarify misunderstandings and express concerns. Informational sessions include:

- *Understanding the GCS Screening and Identification Process* for families new to the AG identification process
- *AG 101* provides an overview of GCS AG programming, including the NC gifted law, characteristics of gifted learners and AG service delivery and curriculum K-12
- *AG Transitions to Middle School* and *AG Transitions to High School* to inform families about the AG service
- School and District Staff: model in secondary settings
- Very Strong Program informational meetings to communicate opportunities for the highly gifted
- Governor’s School sessions to inform families about this unique summer opportunity for gifted students

For the 2022-2025 Plan, the AG Department will develop brief informal surveys for AG teachers to use for annual program evaluation in conjunction with student reflection and self-evaluation.

The AG Department will incorporate programming feedback opportunities into the Academic All-Star Camp structure for student participants and their families.

The AG Department will strengthen collaboration with the Guilford PAGE chapter through regular meetings with the PAGE Board liaison to learn from input provided by teacher, parent and community member participants.

The AG Advisory Board whose membership reflects a variety of stakeholder groups, school types and locations is asked to gather and share input from their peers and colleagues.

Monthly AG teacher, middle school TAG Chair meetings, and AP/IB Coordinator meetings include opportunities for AG staff to share input on AG programming and implementation.

Monthly Teaching, Learning and Professional Development divisional meetings allow the AG Director to seek input on specific implementation strategies.

Monthly school-based TAG meetings include parent representation and opportunities for feedback.

At the school level, AG school contacts conduct school-specific sessions that include the opportunity for stakeholder feedback such as:

- required TAG meetings gather input from school staff and parent members; TAG minutes are shared with the AG Department central office staff
- required participation of elementary AG teachers in Professional Learning Communities at the school level to gather input from regular education teachers
- Beginning-of-Year AG meetings to inform families of service provision and enrichment opportunities invite feedback of effective processes

Under the 2022-2025 Plan, the AG Department will work in collaboration with the Guilford PAGE chapter to host a welcome meeting for TAG parent representatives. The meeting will include best practices in gathering input from other AG families and will serve to increase PAGE participation.

#### \* **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.

The AG Department gathers and evaluates multiple sources of data to analyze progress toward stated goals and areas in need of improvement. This analysis is used to amend and enhance the AIG Plan and program for each 3-year renewal cycle.

The AG Department compiles and examines the following information for the purpose of decision-making and planning:

- AG Department self-evaluation
- AG identification trends
- AG teacher allotment trends
- Talent Discovery and Tier 1 participation
- Demographic data analysis
- Analysis of underrepresentation
- Student achievement data
- Student growth data
- Advanced course enrollment data
- Requests for course and grade acceleration
- AIG licensure and completion of AG minimum PD requirement
- Attendance rates at parent sessions
- Survey responses
- Input gathered during community forums
- Advisory committee input
- Input from AG teachers, TAG chairs, AP Coordinators, IB Coordinators
- Input from PAGE

- Input from goal-specific task force groups
- BOE indicators of progress toward district Strategic Plan goals

### \* Practice I

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

All data from evaluation of the local AIG program gathered during the revision of the AIG Plan is shared to the public through the Board of Education approval process. Prior to Board approval, proposed revisions are posted for public comment. Once approved, the revised plan is published on the AG website.

Data from evaluation of the AG program will be available on the AG website and through district data dashboards, including:

- Official spring AIG headcount
- Demographic breakdown of eligible AG students based on spring AIG headcount
- AP and IB participation data
- Student achievement data
- Student growth data
- Advanced course enrollment data
- AG identification trends
- Talent Discovery and Tier 1 participation

### \* 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.

AG student rights are currently protected through the general GCS student rights policies and procedures. Additionally, the enforcement of Article 9b through AG program procedures and practices protects the unique needs of gifted students. These practices and procedures are codified in a digital AG Teacher Handbook, TAG Chair Handbook and AP Toolkit.

Practices and procedures are carefully monitored for consistency and fairness across the district by the AG Department and the AG program Teacher Leaders.

#### Informed Consent:

Testing for AG screening and identification requires prior parent notification and consent. Before AG services can begin, parents must consent via signature on the student's Differentiated Education Plan and/or course registration forms.

### Reassessment:

The Annual Review process includes a review of AG student performance on End-of-Grade and End-of-Course assessments and allows for communication of additional eligibility and changes in service. GCS does not remove AG eligibility, however the Annual Review process allows for TAG to determine the most appropriate service to meet current student needs, including the implementation a Student Support Plan, MTSS support structures or modification of direct service.

### Transfers from Other LEAs/Charter Schools:

Students in grades 3-12 arriving in GCS from other North Carolina districts who were receiving AG services in their previous district will maintain AG eligibility, and services will be determined based upon most recent data. Eligibility will be verified through PowerSchool for districts with AIG Plans filed with the state.

Students who were identified for AG eligibility prior to grade 2 will be reassessed according to GCS eligibility criteria.

Students in grades K-12 arriving in GCS from districts outside of North Carolina who provide documentation of AG eligibility in their previous district will be assessed for AG services according to GCS eligibility criteria.

### Procedures to Resolve Disagreements:

A process to resolve disagreements is in place and is communicated to parents. The "Resolving Disagreements" document is located on the AG website. This document provides parents with the steps to follow should they have a disagreement with an AG decision.

The procedure for resolving disagreements is as follows:

A parent or guardian who disagrees with a decision made by the school's TAG Team concerning processes involved in identification of a student for differentiated services in the school's AG program, or appropriate services provided to the student, has the right to appeal that decision, According to Chapter 115C, Article 9B, of the General Statutes of North Carolina by initiating the following 'Resolving Disagreements' process within twenty (20) days following the event or condition that is the basis of the disagreement.

#### Step 1: Parent Request

Parents who have questions or concerns should first talk with the academically gifted teacher assigned to the school. The concern is reviewed in light of the approved GCS AIG Plan and when decisions about screening, identification and services follow the procedures outlined in the current GCS AIG Plan, the decision of the school-based TAG team are upheld. If the disagreement continues to be unresolved and the school believes that the appropriate procedures have been followed, the parents may take the following steps.

#### Step 2 – Administrative Review

If the disagreement is not resolved at the school level, the parents may request an administrative review at the district AG Department level. A written request should be sent to the Director of the AG Department within 10 school days of the school level meeting. The Director of AG and the AG Department Central Office personnel convene a meeting with the parents to review the procedures and

resulting decisions. Minutes are recorded and signatures obtained from those present. The Director provides the parent/guardian with a copy of the meeting minutes and written statement of the decision and/or next steps within 10 school days after the meeting is held. The minutes are copied to the Assistant Superintendent of Teaching, Learning, and Professional Development.

#### Step 3 – GCS District Formal Grievance Procedure

If the disagreement is not resolved at the AG Department level, AG Central Office staff will provide a written record of the administrative review and efforts conducted to resolve the disagreement to the school principal and the case is referred to GCS Board Policy [1740/4010-R Student and Parent Grievances](#) under Filing a Formal Grievance:

### **D. FILING A FORMAL GRIEVANCE**

The following steps outline the formal grievance procedure for school-based matters that do not involve the principal. Only the parent, legal custodian, or person acting in loco parentis for a student may file a grievance using this procedure.

1. Within twenty (20) days following the event or condition that is the basis of the grievance, the individual may file a written grievance form, including all information requested on the form, at the Office of the Principal. See Exhibit 1740/4010-A, Formal Grievance Form.
2. The written statement of grievance shall include, at a minimum:
3. The Principal or designee will indicate receipt of the grievance within two (2) work days and will begin investigating the grievance.
4. Within five work (5) days following the receipt of the written grievance, the Principal shall set a time and place for a meeting with the Grievant.
5. The Principal shall convene the meeting after investigation and hear from the Grievant and any other parties with information relevant to the grievance. The principal can consider the written statements of others in conducting the meeting.
6. The Principal shall then make written findings and conclusions within five (5) days of the meeting with the grievant.
7. The Principal shall also create a record of the evidence considered by the Principal in the determining the outcome of the grievance.
8. In the event that the Grievant is still not satisfied with the outcome of the grievance or a timely response is not received, he/she may file the Formal Grievance Appeal Form to the Principal's School Support Officer (SSO). (Please note: School Support Officers and addresses may be found on the GCS website staff directory, [www.gcsnc.com](http://www.gcsnc.com), or by calling the Chief of Schools' Office at 336-370-8106.)
9. The SSO will then follow steps three (3) through eight (8) and will adhere to the same timelines.



10. In the event that the Grievant is still not satisfied with the outcome of the grievance or a timely response is not received, he/she may file the Formal Grievance Appeal Form to the Chief of Schools, 712 N. Eugene Street, Greensboro, NC, 27401.
11. The Chief of Schools will then follow steps three (3) through eight (8) and adhere to the same timelines.
12. In the event that the grievant is still not satisfied with the outcome of the grievance or a timely response is not received, he/she may file the Formal Grievance Appeal Form to the Superintendent, 712 N. Eugene Street, Greensboro, NC, 27401.
13. The Superintendent will then follow steps three (3) through eight (8), adhere to the same timelines, and will render a Final Administrative Decision.
14. In the event that the grievant is still not satisfied with the outcome of the grievance or a timely response is not received, he/she may file the Formal Grievance Appeal Form to the Board of Education, 712 N. Eugene Street, Greensboro, NC, 27401.
15. Appeals to the Board of Education will follow the process outlined below, in Section E: Appeals from a Final Administrative Decision.

### E. APPEALS FROM A FINAL ADMINISTRATIVE DECISION

A matter that is properly appealed to the board in accordance with the grievance procedure established by the Superintendent shall be heard by a panel of two members of the Board of Education appointed by the Board Chair, or by the full Board, at its discretion. Reasonable efforts will be made to hear the appeal within 20 days after receipt of the appeal and upon at least five days' notice to the grievant.

All hearings will be conducted pursuant to policy 2500, Hearings Before the Board. The Superintendent may establish procedures for the exchange of materials prior to the hearing and may establish the order of presentations and the time allotted to the respective parties at the hearing.

The Board or Board panel acting on behalf of the Board will provide a final written decision within five days of the hearing unless further investigation is necessary, or the hearing necessitates that more time be taken to respond. The Board will affirm, reverse, or modify the final administrative decision.

The Superintendent shall be responsible for maintaining the hearing record.

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

Process	Procedure

Informed consent for identification	<p>* <u>Informed Consent:</u></p> <p>Testing for AG screening and identification requires prior parent notification and consent. Before AG services can begin, parents must consent via signature on the student's Differentiated Education Plan and/or course registration forms.</p>
Informed consent for placement	<p>* <u>Informed Consent:</u></p> <p>Testing for AG screening and identification requires prior parent notification and consent. Before AG services can begin, parents must consent via signature on the student's Differentiated Education Plan and/or course registration forms.</p>
Transfer procedures	<p>* <u>Transfers from Other LEAs/Charter Schools:</u></p> <p>Students in grades 3-12 arriving in GCS from other North Carolina districts who were receiving AIG services in their previous district will maintain AIG eligibility, and services will be determined based upon most recent data. Eligibility will be verified through PowerSchool for districts with AIG Plans filed with the state.</p> <p>Students who were identified for AG eligibility prior to grade 2 will be reassessed according to GCS eligibility criteria.</p> <p>Students in grades K-12 arriving in GCS from districts outside of North Carolina who provide documentation of AIG eligibility in their previous district will be assessed for AIG services according to GCS eligibility criteria.</p>
Reassessment procedures	<p>* <u>Reassessment:</u></p> <p>The Annual Review process includes a review of AIG student performance on End-of-Grade and End-of-Course assessments and allows for communication of additional eligibility and changes in service. GCS does not remove AG eligibility, however the Annual Review process allows for TAG to determine the most appropriate service to meet current student needs, including the implementation a Student Support Plan, MTSS support structures or modification of direct service.</p>
	<p>* <u>Procedures to Resolve Disagreements:</u></p> <p>A process to resolve disagreements is in place and is communicated to parents. The "Resolving Disagreements" document is located on the AIG website. This document provides parents with the steps to</p>

Procedures to  
resolve  
disagreement

follow should they have a disagreement with an AG decision.

The procedure for resolving disagreements is as follows:

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The Superintendent shall be responsible for maintaining the hearing record.

#### **\* Ideas for Strengthening the Standard**

The AG Department will:

- investigate the use of Title I funding to expand access to AG programming, including K1 Nurture services in Title I elementary schools
- consider additional school-level quantitative and qualitative data, such as K-1 Nurture frequency, in the evaluation of program effectiveness
- improve opportunities for student input
- increase participation of a business representative and a representative from an institution of higher learning as members of the AIG Advisory Board

- seek opportunities to partner with curriculum departments to share expenses around the provision of resources for advanced learners
- partner with MTSS to identify resources appropriate for the enrichment components of the MTSS process implementation

## Planned Sources of Evidence

- \* AG website
- \* Elementary and Middle Annual Fidelity Checks
- \* Teacher Monitoring Document
- \* TAG Monitoring Document
- \* Disaggregated AIG enrollment data
- \* Disaggregated AP/IB participation data
- \* Disaggregated EOG and EOC data
- \* EVAAS data for AIG subgroup
- \* Roster of AIG-certified personnel
- \* Professional development records
- \* AG budget
- \* Advisory Board membership, agendas and presentations
- \* Stakeholder survey data
- \* Differentiated Education Plans (DEP)
- \* Student Eligibility Records (SER)
- \* Board of Education presentations

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




## Local Board of Education Approval

### Guilford County Schools (410) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

\* Approved by local Board of Education on:




#### Documents

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

## AIG Related Documents

### Guilford County Schools (410) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Required Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	

#### Optional Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Guilford County Schools (410) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition

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