

Mission/Vision Statement and Funding

Davidson County Schools (290) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

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

* Mission and/or Vision Statement(s)

Program Vision:

The Davidson County program for gifted students will provide a challenging and rigorous educational experience for identified AIG students and all advanced level students K-12. We will continue to strive to strengthen our ability to provide appropriate services for gifted learners.

Program Mission:

Our mission is to provide equity and excellence through a comprehensive AIG program and advanced learning opportunities, grades K-12, which align to the AIG State Program Standards.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,078,883.00	* \$ 3,196.24	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Over the past three plan cycles, a primary goal has been ensuring students have multiple screening opportunities throughout their educational years in Davidson County Schools. All elementary, middle, and high school levels have consistent, ongoing processes for referrals and screening. School-wide referral and screening processes are conducted at every school in the fall and spring. Transfer students and individual referrals or appeals received from teachers, parents, or students are reviewed as needed. Each school site must have a school-based Gifted Education Team (GET). This team must include an administrator, at least one regular education teacher, and a counselor to support the AIG specialist in reviewing referrals and screening nominations. School-based Gifted Education Teams are familiar with each specific school community and will be responsive to the local needs of referrals and appeals.

Referrals:

- Teachers, parents, and students can make referrals.
- District forms are available to document the referral consistently.
- Referral forms are on the District Website and in the Student Services Office.
- Each school's Gifted Education Team reviews the referrals to determine if there is substantive qualitative and quantitative data to warrant screening for possible identification.

The following criteria serve as guidance for school Gifted Education Teams as part of the consistent effort to refer students in need of screening for differentiated gifted services; the information will be considered on an ongoing basis to develop a comprehensive learner profile:

- Above-grade level classroom performance or working above average classroom peers
- A portfolio of student work products demonstrating advanced-level performance

- Research-based teacher observation tool assessing learning strengths and social/emotional needs
- K-2 literacy and/or mathematics assessments
- Quarterly Check-ins, ELA and/or mathematics assessments
- Reading and/or mathematics End-of-Grade and End-of-Course Tests
- PSAT, SAT, ACT, AP

In previous planning cycles, third-grade students in Davidson County took the full-battery CogAT aptitude test as part of a universal screening process. The results determined whether a student required further assessment for gifted services. Parents were notified if additional testing was needed, and their permission was obtained before proceeding. Documentation of this process was then placed in the student's AIG screening folder for record-keeping.

Davidson County is moving CogAT testing from third to second grade, offering several key benefits. Early identification of students who meet the criteria of equal to or greater than the 85 percentile allows for earlier intervention with nurturing before academic gaps widen. This ensures that students under-challenged in the standard curriculum receive enrichment and differentiated instruction sooner. Additionally, increasing equity in gifted identification is a significant advantage. The second grade version of the CogAT relies less on reading skills, making it a more equitable measure for students from diverse backgrounds, including Multilingual Learners (MLs) and students from underrepresented populations who may otherwise be overlooked.

Reducing testing pressure is another significant benefit, as third grade is already a high-stakes testing year due to Beginning-of-Year (BOG), Read to Achieve, and End-of-Grade (EOG) assessments. Moving the CogAT to second grade alleviates stress and prevents test fatigue experienced in third grade. Furthermore, second graders have had less exposure to formal test-taking strategies, making their CogAT scores a more accurate measure of innate cognitive ability rather than learned test-taking skills.

The shift also ensures developmentally appropriate testing. The second-grade CogAT (Level 8) includes pictorial and simplified language and is administered with teacher-read instructions, making it more accessible and untimed. In contrast, the third-grade CogAT (Level 9) requires independent reading, includes more complex problem-solving, and may be advantageous to students with substantial academic exposure rather than measuring actual cognitive ability.

The students who score in the 85th percentile or above in one or more batteries will be nurtured by AIG specialists during 3rd grade. Parents will be informed that this is a nurturing experience and does not necessarily mean they will be identified as gifted. It means they have met one of DCS's identifying criteria. Students will not be formally identified as gifted until the end of third grade, with service beginning in fourth grade, as we currently do.

The screening process for grades 3-12 will include the following:

- An annual review of students who have test scores at or above the 85th percentile on the EOG

- A screen of aptitude scores at or above the 85th percentile

- A review of student academic performance

- Teacher and parent referrals and feedback

- A process to review all transfer students (especially those who have been identified in other districts to ensure prompt attention to placement needs)

Any student transferring into Davidson County Schools who has been identified as eligible for gifted services in another school district will be reviewed for placement in the AIG program immediately. Upon receipt of the student's records, the Gifted Education Team will review the data and determine appropriate service options. All attempts will be made to make the best placement decision for any transfer AIG student.

Screening & Identification by Grade Level:

Grades K-3:

- Formal screening and identification will be conducted at the K-2 level as needed.
- Universal screener for second-grade students
- Classroom teachers or parents can refer students for screening.
- The school's Gifted Education Team will review the written referral.

- Nurturing Referral Form

Grades 4-8:

- Each year, students' standardized scores will be reviewed by the school's AIG specialist to ensure ongoing referrals, screening, and identification are occurring.
- The referral process will be reviewed with the School Gifted Education Team and teachers through grade-level meetings.
- Teachers may submit a referral form to the AIG Specialist and the school Gifted Education Team if ongoing documentation of a student's achievement indicates performance at advanced levels.
- The team may determine if an additional aptitude assessment is needed for the student.

▪ The Gifted Education Team at each school will assist with making decisions regarding screening and identification following the placement criteria. ▪ All elementary and middle schools will conduct a sweep screening of EOG scores in the spring, with follow-up testing at the beginning of the following school year. ▪ The District AIG Program Specialist will submit a screening list to every school for review. ▪ The District AIG Program Specialist monitors the decisions of the school's Gifted Education Team. Grades 9-12: ▪ Screening is completed for any freshman in the fall who was being reviewed for identification in eighth grade. ▪ The AIG specialists review transfer students once they have received cumulative records from their previous schools, using the placement criteria for grades 3-8. ▪ A process for self-referral, parent referral, and teacher referrals is in place for all students 9-12. ▪ The referral document can be found in the Student Services Office and on our website. ▪ The referrals are reviewed through the School Gifted Education Teams and by the high school AIG specialist.	* Practice B Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile. Davidson County Schools employs multiple criteria to identify students for the AIG program: student achievement, student aptitude, teacher observation of a student, student performance, and classroom performance. This process includes reviewing the entire school population to determine which students need further assessment and/or placement in differentiated services for gifted education. The screening process will occur annually and will be ongoing throughout the year. To develop a comprehensive profile for each student referred for screening, AIG specialists will gather current aptitude and achievement data on students to determine eligibility as Intellectually Gifted, Academically Gifted (reading, math, or both), or Academically and Intellectually Gifted. Initial aptitude testing will be conducted using the CogAT, a nationally normed aptitude test with local norms that are also available. A universal screening of all second-grade students' aptitude is undertaken each year. Additional aptitude screening will occur each spring in grades 4-8 for students referred for screening. Achievement standardized testing data will be reviewed from state EOGs, EOCs, and/or the ITBS or the Stanford. These nationally normed achievement tests determine students who may need additional aptitude testing after the second-grade universal screening.
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Other criteria that may be used will include students' grades in reading and math and a teacher observation tool. Gathering this information allows us to develop a comprehensive learner profile to determine gifted potential. Identified students will be matched with the program service options that best meet their academic and affective needs. Multiple indicators of giftedness are considered. Information from these indicators will be used to develop a plan for AIG services.

To reveal aptitude in potential students whose ability may not be discovered with traditional measures, our district has used the CogAT nonverbal subtest to meet the needs of a non-traditional standardized test for Limited English Proficient students. Performance-based tasks are another non-traditional measure that gives students a more authentic assessment of their potential giftedness.

The identification process involves data collection on all students who may show a need for differentiated services. The formal identification process for the Academically and Intellectually Gifted Program does not typically begin until third grade. However, with CogAt testing in second grade, AIG specialists consult with K-3 teachers to meet the needs of advanced learners in grades K-3. This may include talent development and providing resources to enrich and accelerate the curriculum. The needs of K-3 students who consistently demonstrate a strong need for differentiation and achieve on an advanced level compared to their grade-level peers may be addressed through a referral to the school's Gifted Education Team for further screening. Identification criteria are available for K-2 students on an individual basis.

K-8 Identification Criteria:

- Intellectually Gifted (Aptitude Only): Must meet the following: 98+ Composite
- Academically and Intellectually Gifted (Aptitude + Achievement): Students must meet both criteria for math and/or reading: 95th Percentile on any Subtest - Aptitude, 95th Percentile on any Reading or Math Achievement Test
- Academically Gifted (Multiple Criteria): Students must meet four out of the five criteria for math and/or reading: Aptitude Test - 85th Percentile, Achievement Test - 93rd Percentile, Grades - 93 average in Specific area, Student Motivation, Student Performance

High School Identification:

The high school identification pathways vary slightly from the K-8 criteria. For high school, the intellectually gifted and academically gifted pathways are the same as those for K-8; however, every effort will be made to use assessment data already available to high school students without performing additional tests. The Academically Gifted pathway for high school only involves 3 out of 4 criteria, and the performance task is not included as one of the criteria.

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

Davidson County Schools consistently monitors AIG population demographics in comparison to LEA demographic subgroups to determine if under-represented populations are being adequately identified. Efforts to address these populations include multiple identification pathways, universal screening, multiple entry points at different grade levels, and nonverbal assessments. Since 2019-2020, the district has reviewed local norms to place students on screening and "watch and wait" lists for further evaluation.

To support economically disadvantaged students, the district monitors AIG representation in Title I schools and feeder patterns, ensuring that structured talent development is provided in grades K-3. Contracted part-time specialists were hired in Title I schools to enhance identification and service opportunities. A program with a second aptitude screening for all fifth graders occurred in a Title I feeder pattern, increasing student identification. The district will continue to monitor and expand additional screening opportunities as needed.

For Multilingual Learners (MLs), Davidson County collaborates with the district's ML department to review and refine identification processes. The second-grade universal screening is especially beneficial because its pictorial elements support comprehension and include accommodations for ML students. Alternative assessments, such as nonverbal subtests, are used for ML students in their first two years in U.S. schools, and additional screening opportunities are provided once students exit the ML program. Those who score significantly high on the WIDA ACCESS for EL 2.0 Language Proficiency Assessment are referred for AIG screening.

For twice-exceptional students, the AIG and Exceptional Children (EC) departments collaborate to identify and support students with gifted abilities and disabilities. School psychologists provide insight when untimed testing reveals gifted potential masked by a learning disability. Gifted Education Teams reserve the right to advocate for identifying these students. Through these intentional strategies, Davidson County Schools ensures that AIG screening, referral, and identification procedures effectively respond to the needs of underrepresented populations while aligning with LEA Demographics.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	15.72%	<5%	6.61%	---	11.06%	---	13.29%
Male	16.88%	<5%	8.41%	---	12.58%	---	14.64%
Total	16.30%	<5%	7.55%	---	11.86%	---	13.99%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice D**

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

Davidson County Schools ensures that referral, screening, and identification processes are consistent and transparent across all grade levels. Testing and placement criteria documents and procedures are analyzed annually for clarity and transparency. The District AIG Program Specialist provides referral forms, screening timelines, student profiles, and placement decision records to AIG Specialists at each school. These materials and the DCS AIG Procedures and Guidebook outline the processes and timelines for screening and identification. All relevant documents are stored in a Google Drive folder, accessible to AIG Specialists.

Screening, referral, and identification procedures are standardized across elementary, middle, and high school levels. The District AIG Program disseminates these processes to each school, where an assigned AIG Specialist oversees their implementation. While most referrals and screenings occur during fall and spring windows, assessments are conducted throughout the year for transfer students, Gifted Education Team(GET) referrals, and appeal cases. The District AIG Program Specialist presents this information annually to K-12 administrators at curriculum meetings to ensure alignment across the district.

Each school must establish a school-based Gifted Education Team(GET) consisting of personnel with classroom teachers with AIG licensure (when feasible), a counselor, and school administration. These teams support AIG Specialists by reviewing referrals and nominations. AIG Specialists provide annual training for Gifted Education Teams on screening, referral, and identification procedures as outlined in the AIG Procedures and Guidebook.

Gifted Education Teams(GET) are crucial in resolving screening and identification decision disagreements. They utilize equitable measures and procedures to identify students with academic potential who may benefit from further assessment and AIG services.

All student referral, screening, and identification records are securely maintained at the school level. Additionally, each specialist submits a program file to the District AIG Program Specialist in both fall and spring for internal auditing. These program files compile screening data for all referred students. The District AIG Coordinator reviews each screening list and school nomination form before entering student data into Infinite Campus for official AIG headcount reporting. Only the District AIG Coordinator has the authority to enter AIG identification data into Infinite Campus to ensure accuracy and consistency.

Through these measures, Davidson County Schools ensures that its referral, screening, and identification processes remain equitable, consistent, and aligned with the state's definition of AIG while continuously monitoring and refining procedures for effectiveness.

*** Practice E**

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

The DCS AIG program disseminates information regarding screening, referral, and identification in various formats. This information is shared through multiple channels, including the district AIG website, informational brochures, parent meetings, school newsletters, and dedicated sections on school websites.

To be as transparent as possible, the DCS AIG website includes a section on identification processes with a frequently asked questions section.

AIG specialists receive annual training to ensure screening, referral, and identification consistency. During this training, they receive information such as parent/guardian letters to disseminate, screening timelines, and school program file forms. AIG identification refresher sessions are provided to all school Gifted Education Teams(GET) each school year to outline any revisions to our screening procedures and review the identification pathways and criteria.

Information regarding the screening and identification process will be distributed to parents/guardians through the AIG program brochure, parent/guardian informational meetings, and postings to the district AIG website. AIG specialists conduct informational conference opportunities each year to explain the referral, screening, and identification process. Before any individual testing can occur, parents/guardians must sign a form granting permission to screen.

District parent/guardian letters (English and Spanish) explain the universal aptitude screening using the CogAT to all second and third-grade parents. Parent/guardian permission letters, parent/guardian rights, and identification pathways are sent to every student's family involved in the screening and identification process.

The AIG program continues to work with high schools to make the referral, screening, and identification process more transparent and provide the necessary support to conduct screening and identification at each high school. The high school AIG specialist meets with each school's Gifted Education Team to outline the referral and screening process and student services. High school identification criteria and referral forms are posted to the district AIG website and the high school AIG specialist webpage.

AIG specialists receive annual training to maintain consistency across all schools. Training sessions include guidelines for referral, screening procedures, and distribution of parent/guardian notification letters. Schools also host annual informational meetings for parents to discuss AIG identification processes, available services, and differentiation strategies.

The district provides Spanish-language materials and videos explaining the AIG screening and referral process to accommodate diverse linguistic backgrounds. Parents/guardians are informed about universal screenings in second grade, and notification letters explaining the process and next steps are sent home. High school AIG specialists collaborate with school counselors to ensure students and families understand advanced placement options, enrichment opportunities, and early college pathways.

*** Practice F**

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

maintained in student records.

Davidson County Schools systematically collects and maintains documentation supporting AIG identification decisions. Each student identified for AIG services has a file (Yellow folder) containing screening results, referral forms, aptitude and achievement data, parent permission documentation, and placement decision records. These files are securely stored at the school level and transition with students throughout their academic journey.

Each school AIG Specialist maintains documentation on each identified student. Every student who is reviewed through the screening and/or identification process has an individual file (Yellow folder) created to document the parent permission form, the screening results, and then the school-site placement decision form for identification.

Once the student's identification placement and service level are decided upon, a plan will be created by the AIG specialist, classroom teacher, parents/guardians, and student that outlines the AIG services available to the student. The DEP meetings will be held annually within the first two months of school. During these individual parent conferences, the AIG specialist will also explain the entire identification process and the specific AIG service options available to the student. Parents can have an in-person meeting, a virtual meeting, or a phone conference. A "Yellow AIG" folder with all AIG documentation will be maintained for each AIG student at the school level. These files transition with students from elementary to middle and then high school.

*** Practice G**

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

Davidson County Schools ensures that every identified AIG student has a Differentiated Education Plan (DEP) or an Individualized Differentiated Education Plan (IDEP) that aligns with their needs as a gifted learner. These plans are collaboratively developed with input from AIG specialists, classroom teachers, parents, and students.

Differentiated Education Plans will be developed for all AIG students in grades 4-12 and any formally identified K-3 students within the first two months of school. This will be verified using the AIG Headcount list distributed to all AIG specialists and school administrators with 100% compliance at each school. Cluster teachers and AIG specialists collaboratively develop the DEP plan for gifted elementary and middle school students.

Elementary - Once the student's placement at a service level is decided upon, a plan will be created by the AIG specialist, classroom teacher, parents, and student, outlining the AIG services available to the student. The DEP meetings will be held annually within the first two months of school. During these individual parent conferences, the AIG specialist will also explain the entire identification process and the specific AIG service options available to the student. A video that describes the identification process will be posted on our district website in English and Spanish. Parents can contribute to the DEP regarding students' individual needs. A folder with AIG documentation will be maintained for each

AIG student. Middle School – DEP parent meetings will be held annually within the first two months of school through AIG parent night meetings. To increase participation and accommodate individual needs, a video is created by the middle school AIG specialist to be shared with parents/guardians. Parents/guardians can privately conference via virtual or phone conference or request a face-to-face meeting with the AIG specialist to begin collaboration on the student’s DEP. Cluster teachers will also collaborate with the AIG specialist to develop the DEP. After parents have an opportunity to review their child’s DEP, they and the student sign the DEP and return it to the student’s cluster teacher. An individual meeting may be arranged for individual concerns to be addressed. High School – A specific student-centered DEP process exists for grades 9-12 students. High schools continue to perfect this process at each school site guided by the leadership of the high school AIG specialist and the school’s Gifted Education Team. Service options for high school students include Honors or Advanced Placement Courses, enrichment opportunities, early admission to CCP classes at Davidson Davie Community College, Credit by Demonstrated Mastery, and social and emotional needs. The high school AIG specialist collaborates with the school Gifted Education Team to meet individually with every AIG student to review and update their four-year DEP. DEPs are then sent home to parents to be reviewed and signed. The DEP is a transition support for rising freshmen, and for juniors and seniors, it serves as a tool for college planning. The district continues to refine the DEP process by incorporating student self-assessments and goal-setting activities, promoting greater student ownership in their learning plans. Parent conferences offer an opportunity to review progress, discuss any necessary adjustments, and ensure the DEP aligns with the student’s evolving needs. Through these comprehensive strategies, Davidson County Schools ensure that AIG services are structured, transparent, and tailored to each student’s academic, social emotional, and developmental growth.	* Ideas for Strengthening the Standard Use multiple ways to identify giftedness, including test scores, teacher recommendations, and classroom performance. Ensure equity in identification by reviewing data across schools, subgroups, and grade levels to find and address any gaps. Provide training for teachers and staff on recognizing gifted characteristics in all student populations, including underrepresented groups. Offer opportunities for re-evaluation, especially for students who may not show gifted traits until later in school. To capture a broader range of student abilities, use an observation tool and performance tasks in addition to traditional tests. Communicate clearly with families about the identification process, timelines, and criteria used.
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Monitor the effectiveness of the process regularly to ensure it reflects best practices and serves all students fairly.

Planned Sources of Evidence

* AIG Procedures and Guidebook	
* AIG Parent Brochure	
* Additional Testing Form with Parent's signature	
* Differentiated Education Plan (DEP)	
* District AIG Website	
* File transfer form	
* Gifted Education Team (GET) meeting notes	
* Individualized Differentiated Education Plan (IDEP)	
* Nomination Log	
* Nurturing Referral Form	
* Parent Agreement Form	
* Parent/Student Rights	
* Pathways for Identification	
* Performance Tasks	

*	Screening list form		
	Student Placement Record		
	Teacher Observation Tool		
Type		Documents	Document/Link
AIG Standard 1 Additional Resources		Document Template	
		N/A	

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Davidson County Schools remains committed to delivering a comprehensive, equitable AIG program that spans K-12 and is tailored to students' academic, intellectual, and social-emotional needs. The program is structured around various service delivery models, ensuring that identified gifted students receive appropriate, flexible, and needs-based programming. A key priority is ensuring that services match student identification while remaining accessible to all students, regardless of demographic background or economic status. During this plan cycle, identified gifted students will participate in specific lessons around their social-emotional needs. AIG specialists will develop lessons and focus on specific AIG social-emotional issues, such as relating to similar-aged peers that may or may not be AIG, perfectionism, anxiety, etc. These lessons will be incorporated in the pull-out time for elementary students and will be on Google Classroom or a Canvas course for middle and high school students.

At the K-3 level, a consultative talent development model is implemented, where AIG specialists collaborate with classroom teachers to provide differentiated enrichment activities. These activities are intentionally designed to develop potential giftedness and align with multiple pathways for identification. Students are flexibly grouped for instruction within their grade level, particularly during RIME (Remediation, Intervention, Maintenance, and Enrichment) blocks. Recognizing the need to broaden identification criteria, the district has refined its early talent development efforts to better align with formal AIG identification, ensuring equity in access and the inclusion of underrepresented populations in AIG services. New forms have been developed to ensure we are nurturing students with potential.

At the elementary level (grades 4-5), identified students are cluster grouped and participate in enrichment/extension services through a pull-out model, focusing on advanced learning experiences in reading and math using the NCSOS. In schools with a low number of identified AIG students, a push-in co-teaching model is utilized, allowing AIG specialists to support differentiation directly in the classroom. The district has also expanded services for students identified as Intellectually Gifted (IG) by providing individualized learning plans (IDEP) that address their intellectual strengths and specific academic needs.

For middle school students (grades 6-8), AIG programming is centered around content differentiation and cluster grouping in ELA and math, ensuring that AIG-certified and endorsed teachers provide instruction tailored to gifted learners. Compacting and acceleration are available, with compacted math courses combining two years of standards into one, preparing students for Math 1 by eighth grade. In addition to academic

services, intentional social-emotional support is embedded within middle school programming. Cluster grouping facilitates peer interaction and support, which research indicates is beneficial for gifted students' well-being and motivation. Intentional communication with school counselors ensures a coordinated approach to social-emotional support. Once social-emotional lessons are planned, a collaborative meeting with counselors allows review and alignment with student needs. School counselors and AIG specialists work together to address challenges related to perfectionism, underachievement, and other issues specific to gifted students.

At the high school level (grades 9-12), AIG services expand to include advanced coursework opportunities, including Honors, Advanced Placement (AP), Career and College Promise (CCP) Dual Enrollment, and Career and Technical Education (CTE) Honors Courses. The Davidson County Schools and NCVPS online platform ensures equitable access to AP and advanced courses, particularly for students in schools with limited course offerings. The district also provides Early College and Innovative High School options, such as Davidson Early College High School and Yadkin Valley Regional Career Academy, where students can earn a high school diploma and college credits. Each AIG high school student can access annual academic counseling, ensuring their four-year Differentiated Education Plan (DEP) aligns with college and career goals.

To support acceleration and advanced learning pathways, the district has well-established policies for subject and whole-grade acceleration, Credit by Demonstrated Mastery (CDM), and early admission to kindergarten. Davidson County uses the Iowa Acceleration for whole-grade acceleration. These decisions are data-driven and based on multiple criteria, ensuring that students receive the appropriate level of challenge and opportunity. The district follows a structured review process that includes input from educators, administrators, and parents to ensure individualized support for highly gifted students.

Beyond classroom instruction, Davidson County Schools offer a continuum of extracurricular opportunities to develop students' academic and intellectual talents. Programs like Battle of the Books, Spelling Bee, Robotics, Math Counts, Math Olympiad, AIG Summer Camp, National History Day, Triviafest Model UN, and Governor's School provide authentic, competitive, and interest-based learning experiences. These opportunities ensure that gifted students engage with complex problem-solving, leadership development, and collaborative learning experiences.

Recognizing that gifted education must be integrated into the school community, Davidson County Schools prioritizes professional development to equip all educators—not just AIG specialists—with effective differentiation strategies. General education teachers, counselors, and administrators receive ongoing training on best practices for gifted education, including how to support twice-exceptional (2e) students, Multilingual Learners (MLs), and underrepresented populations in gifted programs. AIG specialists provide coaching, consulting, and professional learning resources to ensure differentiated services are implemented effectively across grade levels. District-wide professional development opportunities are provided to school-based teams. Nationally recognized presenters work with school teams in a train the trainer model.

Additionally, Davidson County Schools maintain a strong commitment to equitable identification and access to services. The district uses multiple measures for identification, including local norms, nonverbal ability assessments, and teacher/parent/student referrals. Data is regularly analyzed to ensure that students from diverse backgrounds, including those economically disadvantaged, multilingual learners, or twice-exceptional, are not overlooked. During this plan cycle, DCS would like to partner with community organizations, universities, and industry

leaders to provide mentorships, internships, and career exploration opportunities, ensuring that AIG students have real-world connections and future pathways for success.	
Finally, Davidson County School System implements continuous program monitoring and evaluation to assess the effectiveness of AIG services. Stakeholder feedback from students, parents, and educators is regularly collected to refine and enhance programming. The Gifted Program Advisory Council (GPAC) analyzes data twice a year with parents, teachers, administrators, school counselors, and student representation across the district, ensuring a comprehensive perspective on program effectiveness. Data-driven annual program evaluations ensure that services meet all gifted learners' academic, intellectual, and social-emotional needs.	
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* Practice B	
Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.	
Davidson County Schools recognizes that meeting gifted students' social and emotional needs is critical to a comprehensive AIG program. Davidson County Schools uses the program Character Strong to help all students with their social and emotional needs. Gifted learners often experience unique challenges such as perfectionism, underachievement, social isolation, and heightened sensitivity, requiring intentional support beyond academic services. The district provides structured social-emotional learning (SEL) services across all grade levels (K-12) through collaboration among AIG specialists, school counselors, and classroom teachers to address these needs. The district is committed to ensuring all stakeholders foster a supportive environment where gifted students can develop resilience, confidence, and emotional intelligence. At the elementary level, AIG specialists integrate SEL-focused lessons into pull-out sessions, providing direct instruction on self-regulation, resilience, goal setting, and peer relationships. Classroom teachers receive support and strategies to create inclusive environments that validate gifted learners' social and emotional experiences. In collaboration with school counselors, DCS, would like to implement structured small-group	

counseling sessions focused on fostering a growth mindset, managing anxiety, developing stress management techniques, and enhancing social skills. These sessions will ensure that gifted students' unique social and emotional needs are met through intentional collaboration with AIG personnel, promoting their overall well-being and success.

The district continues its commitment to peer clustering for middle school students, ensuring that gifted students are placed together to promote healthy social interactions and intellectual engagement. Middle school AIG students also have access to a dedicated Google Classroom or Canvas course, which includes guided discussions and self-paced SEL modules covering coping strategies, identity development, self-advocacy, and academic motivation. Currently, we have two AIG specialists who serve seven middle schools and ten high schools. During this plan, we advocate for AIG specialists and counselors to collaborate to offer mentorship programs, leadership workshops, and individual check-ins, ensuring students receive the emotional and academic support needed to navigate middle school challenges.

SEL is embedded within academic counseling services at the high school level, where AIG specialists and school counselors provide personalized support for advanced coursework, college planning, and career readiness. AIG students receive guidance in completing their High School Differentiated Education Plans (DEPs), aligning their coursework with long-term academic and career goals. High school students can also access peer mentorship programs and post-secondary transition planning. Targeted counseling sessions address challenges such as perfectionism and self-doubt, helping students build emotional resilience alongside their academic pursuits.

To enhance systemic collaboration, Davidson County Schools is committed to defining the roles of school counselors in supporting AIG students' social-emotional needs in partnership with the District Student Services Coordinator. This initiative ensures that school counselors receive professional development on the unique SEL challenges of gifted learners, allowing them to provide consistent, intentional, and research-based interventions across all grade levels. The district also offers ongoing professional development for AIG specialists, general education teachers, counselors, and administrators on topics such as understanding the social-emotional characteristics of gifted learners, supporting twice-exceptional (2e) students, implementing culturally responsive counseling and instructional practices, and providing guidance on stress management, perfectionism, and underachievement.

Additionally, the district will implement structured program evaluation measures to ensure SEL initiatives are effective and responsive to students' needs. Student, parent, and educator feedback will be collected regularly to refine SEL programming and ensure that gifted learners receive the comprehensive emotional and social support necessary for long-term success.

Through this multi-faceted approach, Davidson County Schools fosters a nurturing environment where gifted students are challenged academically and supported emotionally, empowering them to reach their full potential in a balanced and meaningful way.

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

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

Davidson County Schools is committed to ensuring the AIG program fully integrates with the district's strategic goals, policies, and resources. The Davidson County Strategic Plan prioritizes rigorous and relevant instruction for all students, including advanced learners. The AIG program aligns with this mission by deliberately embedding gifted services within curriculum planning, instructional strategies, and district-wide professional development efforts. The district allocates state and local funding to sustain and enhance AIG services, ensuring that qualified personnel and instructional resources are available to support the needs of gifted learners. The AIG department is staffed by ten full-time AIG specialists, two part-time specialists, and a part-time administrative assistant, with oversight from the District AIG Coordinator, who manages funding, compliance, and program initiatives. These personnel work closely with general education teachers, administrators, and district leaders to implement AIG services effectively across all grade levels and learning environments.

The AIG program is an integral part of the district's Curriculum and Instruction Department and is actively involved in district-wide instructional planning. The AIG Coordinator participates in twice-monthly District Curriculum Leader meetings, collaborating with instructional leaders to ensure that gifted education practices are embedded into broader curriculum initiatives. This collaboration allows AIG personnel to advocate for advanced learners and provide insight into curriculum decisions that impact gifted students. The district's commitment to system-wide professional development includes training sessions for teachers on differentiating instruction for advanced learners and incorporating best practices for gifted students into daily instruction. Teachers at all grade levels have had the opportunity to learn from local educators presenting differentiated strategies and national presenters, expanding their knowledge of effective instructional practices for gifted learners. AIG staff also contribute to developing Credit by Demonstrated Mastery (CDM) assessments, ensuring that students have multiple pathways to accelerate their learning in alignment with district policies.

Recognizing that equitable access to AIG services is essential, Davidson County Schools has taken intentional steps to embed gifted education strategies into key district initiatives, including Multi-Tiered Systems of Support (MTSS). As part of the district's MTSS team, AIG leaders advocate for advanced learners, ensuring enrichment and acceleration opportunities are embedded into intervention frameworks. Including daily intervention blocks (K-8) in school master schedules has provided opportunities for differentiated instruction that meets the needs of gifted students alongside struggling learners.

At the school level, AIG services are aligned with Professional Learning Communities (PLCs) to facilitate collaboration among AIG specialists, core content teachers, and administrators. In elementary schools, AIG specialists co-plan with classroom teachers to integrate differentiation and enrichment into core instruction. Educators in middle and high schools utilize Google Classroom and district-wide PLC meetings to share best practices for advanced learning, curriculum compacting, and instructional differentiation. Advanced Placement (AP) and Honors teachers also participate in district-wide department meetings, ensuring that gifted students receive high-quality, accelerated coursework that aligns with North Carolina's Standard Course of Study.

To ensure consistency in policy implementation, Davidson County Schools has developed an AIG Administrator Checklist, which provides school-based leaders with guidance on gifted identification, service delivery, access to AIG certified staff database, acceleration procedures, and professional development expectations. This checklist and the DCS Administrative Procedure Manual ensure that AIG policies are implemented consistently across schools, reinforcing compliance with LEA guidelines. Additionally, the district continues to evaluate and refine AIG services

through ongoing program assessment and stakeholder feedback through GPAC. Regular data analysis on student performance, identification of demographics, and program effectiveness inform curriculum planning and service delivery model adjustments. The Director of Accountability and Testing provides system-wide data. By embedding AIG services into district-wide instructional planning, policy implementation, and resource allocation, Davidson County Schools ensures that gifted learners receive consistent, high-quality services that foster academic excellence, equitable access, and lifelong success.

*** Practice D**

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

Davidson County Schools employs intentional and flexible grouping strategies to facilitate the academic achievement and growth of AIG and other advanced learners. These grouping practices ensure that students receive appropriate, needs-based instruction while fostering peer interaction with intellectual and academic peers. Flexible grouping helps meet the individual learning needs of AIG students by using data, encouraging collaboration among teachers, and regularly checking student progress.

As part of the district's Multi-Tiered Systems of Support (MTSS) implementation, all elementary schools have a designated RIME period (Remediation, Intervention, Maintenance, and Enrichment), middle schools have Intervention Block, and high schools have FLEX embedded into their master schedules. Flexible grouping within the intervention block is based on PLC common assessment data, screener results, and formative assessment data, allowing for targeted academic support and enrichment. These small, skill-based groups are adjusted throughout the year to reflect student progress, evolving learning needs, and demonstrated mastery. Some schools have also incorporated interest-based grouping models to allow students to explore passion-driven learning experiences.

Cluster grouping is a key component of AIG programming in grades 4-8, ensuring that AIG students are placed together in classrooms with teachers trained in differentiated instructional strategies. This grouping model provides daily interaction with academic peers while allowing targeted instruction aligned with student needs. Elementary clustering guidelines recommend that 20%-50% of a class should consist of AIG-identified students, with an effort to maintain at least four AIG students per cluster group. Middle school clustering follows a subject-specific model, where AIG reading students are grouped into advanced reading classes, while AIG math students participate in compacted math coursework, following the requirements outlined in House Bill 986. Large or extremely low numbers of AIG students may occur in special situations. When this happens, it may be necessary to modify the guidelines. Any modifications should be discussed with district AIG personnel on a case-by-case basis. It may be determined that a "push-in" service model is a more effective service delivery.

Recognizing the diverse profiles of AIG students, Davidson County Schools ensures equitable access to appropriate grouping placements for students with unique learning needs, including twice-exceptional (2e) students, multilingual learners (MLs), and economically disadvantaged gifted students. Individualized Differentiated Education Plans (IDEPs) are developed for Intellectually Gifted (IG) students whose needs are not fully met by existing cluster models, ensuring personalized learning pathways. Cross-grade grouping and subject-specific acceleration options are also available for students who demonstrate advanced readiness beyond their current grade level.

At the high school level, flexible grouping is embedded within Honors, Advanced Placement (AP), Career and College Promise (CCP) Dual Enrollment, and specialized Career & Technical Education (CTE) pathways. High school students have multiple opportunities to collaborate with intellectual peers through AP study groups, research projects, and specialized course offerings. The district also provides Credit by Demonstration Mastery (CDM) options for students who demonstrate subject proficiency, allowing for self-paced advancement through rigorous coursework. To ensure the effective implementation of flexible grouping practices, Davidson County Schools provides professional development for teachers and administrators on differentiation strategies, data-driven instruction, and compacting models for advanced learners. AIG specialists collaborate with grade-level teams and Professional Learning Communities (PLCs) to guide student placement decisions and provide coaching support on instructional best practices. Additionally, district-wide guidelines have been established to promote consistency in grouping decisions across schools while allowing for adjustments based on specific school needs. Davidson County Schools remains committed to monitoring and refining flexible grouping practices through data analysis, stakeholder feedback, and continuous program evaluation by the Curriculum team and GPAC. By integrating intentional and evidence-based grouping strategies, the district ensures that AIG students receive the rigorous, engaging, and personalized learning experiences necessary for sustained academic growth and success.	* 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. Davidson County Schools ensures that all teachers, administrators, and support staff thoroughly understand the AIG program, including delivering differentiated services, instructional strategies, and relevant policies and regulations. This commitment is reflected in ongoing professional development opportunities and structured communication strategies to equip educators with the tools to support gifted learners. To foster comprehensive understanding, the district provides regular professional development sessions covering key aspects of gifted education, such as curriculum compacting, acceleration strategies, inquiry-based learning, and supporting twice-exceptional (2e) students. These sessions are delivered through in-person workshops, online modules, and Professional Learning Communities (PLCs). AIG specialists collaborate with general education teachers, school counselors, and administrators to ensure that differentiated instruction is embedded into classroom practice. School administrators play a crucial role in implementing AIG policies and differentiation strategies within their schools. Davidson County Schools has developed an AIG Administrator Checklist to support this effort, which guides identification procedures, service models, acceleration policies, and instructional expectations. Administrators receive ongoing training to ensure compliance with AIG policies, optimize cluster grouping, and promote flexible instructional planning. The AIG Coordinator attends the elementary, middle, and high school principal meetings to update information or answer administrators' questions. To ensure district-wide awareness of AIG programming, Davidson County Schools has developed informational resources such as school-specific and district-wide newsletters to communicate key aspects of gifted education. These materials are distributed to teachers, administrators, support
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staff, and parents, ensuring all stakeholders understand AIG services and opportunities. The district also hosts informational sessions and collaborative meetings where AIG specialists share updates and answer questions about program implementation. Canvas courses for local endorsement include modules on how to differentiate lessons for gifted students and advanced learners. Assignments in the course are centered around creating differentiated lessons for use in the participating teacher's classroom. Collaboration is a key component of effective AIG service delivery. AIG specialists work closely with instructional coaches and general education teachers within PLCs to provide coaching, modeling, and consultation on best practices for advanced learners. This collaborative approach ensures that gifted education services are seamlessly integrated into core instruction, providing appropriately challenging learning experiences for AIG students. Davidson County Schools prioritizes administrative engagement and leadership development to strengthen school-wide support for gifted education. School leaders are encouraged to facilitate teacher collaboration, ensure effective differentiation practices, and analyze AIG student data to inform instructional decisions. The district will continue to offer leadership training and administrative guidance to build capacity to support AIG students at all levels. Through this comprehensive professional development strategy, structured communication, and collaborative engagement, Davidson County Schools ensures that all educators, administrators, and support staff are well-equipped to implement differentiated services and instructional strategies that foster academic success for gifted learners.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Davidson County Schools recognizes the importance of effective communication between teachers, administrators, and schools to ensure a seamless transition across key points in their academic journey for AIG students. To facilitate this process, the district has established structured transition procedures for 5th to 6th grade and 8th to 9th grade students, ensuring that academic records, DEPs, and placement decisions are aligned with students' learning needs. Each June, AIG specialists from elementary and secondary schools meet to transition student documentation and DEP plans, ensuring that critical student data is accurately transferred. During this transition, specialists collaborate with school administrators and counselors to ensure that cluster grouping and course placement decisions reflect students' identification and academic strengths. In addition, AIG secondary specialists verify student course requests, working directly with school administrators to ensure students are placed appropriately in Honors, AP, and advanced coursework. If a student is identified in an area, they must take an advanced level course unless their parent completes an Opt-out form to allow their child to register for a regular level class. A Gifted Education Team (GET) is established at every school in Davidson County, playing a significant role in facilitating the effective transition of AIG students. These teams consist of classroom teachers, AIG specialists, school counselors, and administrators who meet regularly to review
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student needs, discuss placement recommendations, and address differentiation strategies during key transition points. The district is committed to ensuring that AIG students, including twice-exceptional (2e) and underrepresented gifted learners, receive appropriate support as they advance through grade levels. GETs are crucial in identifying and addressing social-emotional, academic, and scheduling needs during transition.

Davidson County Schools provides informational brochures outlining the AIG framework at the middle and high school levels to support students and families during key transitions. These materials are distributed to parents of rising 6th-grade students by elementary specialists and shared at high school transition nights, spring registration sessions, and AP parent events. This ensures that families are well-informed about advanced learning pathways, course options, and available support services. Additionally, the K-3 talent development model fosters early collaboration between AIG specialists and K-3 teachers, helping identify and nurture advanced potential before formal AIG identification.

Beyond the initial transition process, AIG specialists continue to monitor student progress during their first semester in middle and high school. This includes academic check-ins, student surveys, and communication with classroom teachers to ensure that AIG students receive appropriate instructional challenges and support. The district also facilitates collaboration among AIG specialists and classroom teachers through Professional Learning Communities (PLCs) and shared professional development sessions. These structures help teachers understand the continuum of services, refine differentiation strategies, and align curriculum expectations across grade levels.

By maintaining structured communication, collaborative transition meetings, and clear informational resources, Davidson County Schools ensures that AIG students experience a seamless educational journey with continuous access to appropriately challenging and supportive learning environments.

*** 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.

Acceleration opportunities are provided to individual students who may benefit from this academic intervention. During each child's yearly Differentiated Education Plan (DEP) review, options for expanding a student's learning opportunities (e.g., Genius Hour, flexible task, credit by demonstrated mastery, subject acceleration, dual enrollment) and goal setting will be discussed. The district has outlined specific procedures for subject acceleration and whole-grade acceleration, ensuring a clear, consistent process. When schools are approached about acceleration opportunities, the principal works in collaboration with the district AIG department. Specific procedures are outlined in the DCS Administrator Manual. The AIG program will continue to work with schools to expand the knowledge of acceleration and placement options for gifted students.

Whole Grade Acceleration:

The grade acceleration service option is appropriate for a small percentage of gifted students whose academic and social needs are substantially more advanced than their age/grade peers. Due to an increase in whole grade acceleration requests, our district refined and communicated

districtwide a framework for whole grade acceleration. Because of the long-term social-emotional learning (SEL) effects of whole grade acceleration, requests must be initiated by parents/guardians only.

School-based teams gather data using the Iowa Acceleration Scale (IAS). Multiple factors—including academic readiness, cognitive ability, achievement data, and social-emotional considerations—are assessed before a school recommendation is forwarded to a district-level team. The district team evaluates the request and makes a recommendation, with the principal making the final decision on grade acceleration. If the parent/guardian does not agree with the school team, district team, or principal's decision, an appeal may be made to the Assistant Superintendent of Curriculum and Instruction.

Subject Acceleration:

Subject acceleration is a more common practice in our district. Elementary students may participate in subject acceleration in their area of identification as part of their Differentiated Education Plan (DEP). Middle school students may participate in compacted math courses, allowing them to take Math I in 8th grade. A variety of data points—including AIG status, EOG performance, Check-in Data, EVAAS prediction, and grades—are considered when determining placement in compacted math courses.

High school students have access to multiple acceleration opportunities through Advanced Placement (AP) Courses, Career and College Promise (CCP) courses, and Career and Technical Education (CTE) credentials. These pathways allow students to earn college credit and industry-recognized certifications while still in high school.

Credit by Demonstrated Mastery (CDM):

Our district fully implemented state guidelines for Credit by Demonstrated Mastery (CDM) starting in 2013-14. Each year, our district processes 80-100 requests for CDM. The AIG Department works closely with the Testing and Accountability Department to administer Phase I CDM Testing during the assigned DPI testing windows.

- Phase I: Students must demonstrate proficiency by making a Level 5 on a state-approved assessment in the requested course.
- Phase II: Students who pass Phase I create an artifact task designed in collaboration with secondary AIG Specialists, curriculum content specialists, and classroom teachers.

During the 2022-2025 plan cycle, the district refined the CDM process for foreign language, anticipating requests from Spanish Immersion Program students reaching middle school. The district has adopted a nationally normed language proficiency test (such as Language Testing International) to assess speaking, listening, writing, and reading skills. A districtwide procedure was developed in 2022 to interpret language proficiency results. In 2025, our district had approximately 40 students enrolled in the Spanish Immersion Program. We had 88% of these students receive high school credit for Spanish 1 or 2.

Dual Enrollment & Other Acceleration Opportunities:

Middle and high school students may apply for additional acceleration opportunities, including:

- North Carolina School of Science and Mathematics (NCSSM)
- NC Virtual Public School (NCVPS)
- Dual enrollment opportunities through Career & College Promise (CCP) with local community colleges (admission during Freshman and Sophomore if identified as AIG in the areas of both reading and math)

Our high school and middle school AIG specialists support students in applying for these advanced academic options, ensuring they have access to various acceleration pathways tailored to their academic strengths and career interests.

* Practice H

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

Developing the potential of young K-3 students is a district expectation for AIG specialists, with dedicated service time scheduled at each elementary school. The district works closely with administrators to ensure that K-3 enrichment support is incorporated into each school's master schedule.

Davidson County Schools has selected Primary Education Thinking Skills (PETS) as a primary resource for whole-class instruction in K-3 classrooms. Additional instructional tools include Jacob's Ladder for reading and science, as well as Building Thinking Skills to develop critical thinking. Through the MTSS framework, the implementation of K-3 talent development opportunities has become more intentional and structured, particularly within the RIME portion of the master schedule.

To ensure consistency and effectiveness, specific guidelines have been outlined and shared with K-3 teachers and AIG Specialists and included in the AIG Guidebook. The district recognizes that early talent development is an essential practice for identifying and nurturing gifted potential, particularly among underrepresented populations. During the last plan cycle, AIG specialists focused on aligning talent development activities with AIG identification criteria to establish clear pathways for recognizing and supporting gifted learners at an early age. This will continue to be practiced in order to cultivate the potential of early learners.

As part of this commitment, the district has transitioned from small-group lessons to whole-group nurturing lessons to provide equitable enrichment opportunities for all students. Before universal screening, AIG specialists collaborate with second-grade teachers to conduct whole-group lessons on divergent thinking.

Additionally, K-3 classroom teachers receive training and differentiation materials, including advanced lessons and high-level resources, to support early-identified and potential gifted learners.

Early Talent Development Support (K-3):

- AIG specialists provide direct and/or indirect services through collaborative teaching with the regular education teacher.
- Whole-class and small-group thinking skills instruction is implemented to nurture early potential.
- A structured and consistent nurturing process is implemented across all elementary schools.
- Principals coordinate AIG specialist schedules with RIME blocks to maximize instructional time.
- Flexible grouping is utilized to cluster students with similar learning needs in reading and/or mathematics.
- Differentiated curriculum and instruction are provided as needed to challenge advanced learners.
- Instructional resources include:

By fostering early talent development through purposeful programming, Davidson County Schools ensures that young learners receive opportunities to explore, develop, and enhance their academic potential at a critical stage in their educational journey.

*** Practice I**

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

Davidson County Schools is committed to promoting equity and excellence in advanced learning opportunities by broadening access to underrepresented populations. An annual demographic data analysis for the district-wide and AIG student population has identified areas of strength and needed growth. While certain culturally and ethnically diverse groups are represented proportionally in the AIG program, the data highlights a need for more intentional strategies to support additional underrepresented student populations.

One area of focus is the identification and support of Multilingual Learners (MLs). However, data indicates that a small percentage of former MLs students have been identified through the district's multiple entry-point identification process once they have exited the ML program. To address this gap, the AIG department collaborates with the ML department to review and refine strategic actions for universal screening and identification. First and second-year MLs students are assessed using a nonverbal aptitude test for placement in AIG. Davidson County's ML population, as well as its gifted population, is increasing. As of the spring 2025 AIG headcount, 21 students have been identified as both ML and AIG.

Additionally, AIG headcount data indicates that Title I elementary schools consistently have lower AIG identification rates than non-Title I schools of similar size. However, at the middle and high school levels, AIG enrollment is more comparable across schools, except one middle school. To help address these disparities at the elementary level, the district will continue the universal screening of 5th-grade students at select Title I schools using the CogAT assessment. This early screening process allows students more time to qualify for AIG services and broadens access to gifted education for students who may not have been identified through traditional pathways.

Talent Development and Advanced Learning Access (Grades 4-12):

The MTSS framework provides a structure for broadening access to advanced learning opportunities through intentional talent development efforts in grades K-12. Specifically, during the RIME block in the daily master schedule, students engage in flexible grouping to explore interests and enrich their talents, fostering an environment where potential gifted learners receive early exposure to advanced learning experiences.

At the secondary level, efforts will focus on ensuring equitable access to advanced coursework for underrepresented AIG students:

- To ensure equitable representation, monitor enrollment trends of AIG students from underrepresented groups in middle school accelerated courses and high school honors courses.
- Strengthening outreach and support systems to encourage students from underrepresented backgrounds to enroll in advanced coursework, including Advanced Placement (AP), Career and College Promise (CCP), and honors-level courses.
- Identifying and addressing barriers preventing students from accessing accelerated learning opportunities, including awareness, preparation, and support structures.

By implementing targeted interventions and broadening pathways to advanced learning, Davidson County Schools continues its commitment to ensuring equitable access for all students to AIG services and enrichment opportunities, regardless of background or school placement.

*** Practice J**

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

Davidson County Schools is committed to providing consistent and meaningful extracurricular opportunities to support AIG students' talents, interests, and academic needs. We aim to ensure equitable access to enrichment programs across all schools, appealing to advanced-level students in all subject areas, including science, social studies, mathematics, and English Language Arts.

The district offers a variety of academic competitions, clubs, and enrichment programs that encourage higher-order thinking, creativity, and problem-solving. These programs are open to all students with advanced interests, not solely those identified as AIG, ensuring that enrichment opportunities reach a broad range of learners.

Extracurricular and Enrichment Opportunities:

- Academic Competitions & Clubs:
- STEM & Innovation Initiatives:
- Creative and Performing Arts Enrichment:

Summer Enrichment Opportunities:

Davidson County Schools hosts a Summer Enrichment Camp for rising 6th through 8th grade AIG students. Students preselect three courses from various offerings based on their academic strengths and personal interests.

- During the summer of 2024, 112 students participated in camp, representing all seven middle schools. Students were able to self-select three courses to take during the four-day camp experience.
- High school AIG students serve as volunteer camp counselors, providing leadership opportunities and peer mentorship.

High School Enrichment, Scholarships, & Internship Opportunities:

- High school AIG specialists send information on summer enrichment programs, scholarships, and internships directly to AIG students via student email accounts to increase awareness of advanced learning opportunities.
- Governor's School -AIG funds cover the \$600 tuition for Governor's School to ensure that cost is not a barrier for students who want to apply.
- The district is committed to celebrating and highlighting student achievements through school websites, social media (DCS homepage, Facebook, Twitter), and district newsletters.

Strengthening Extracurricular Programming & Support:

To continue expanding enrichment opportunities and ensuring equity in access, the district is committed to the following actions:

- Refining AIG specialist service schedules to ensure that all AIG students receive consistent support and enrichment opportunities at every school.

- Strengthening the role of AIG services at the secondary level by providing academic counseling and support during key transition points (middle to high school and high school to postsecondary pathways).
 - Collaborating with school counselors to address the social-emotional needs of gifted students within the total school community.
 - Enhancing communication with school administrators to ensure alignment with the DCS AIG service framework and district expectations for advanced learning opportunities.
- By continuously expanding extracurricular offerings, academic enrichment, and leadership development, Davidson County Schools remains dedicated to meeting the diverse needs of AIG students and enhancing their educational experiences beyond the classroom.

*** Ideas for Strengthening the Standard**

Provide enrichment and advanced learning opportunities across all grade levels and subjects, not just in a pull-out setting.

Ensure AIG services are coordinated throughout the school day, so gifted students are supported in their regular classrooms too.

Train all school staff—not just AIG teachers—to understand the needs of gifted learners and how to support them.

Develop flexible service options, such as cluster grouping, advanced classes, and online enrichment, to meet various student needs.

Encourage collaboration between general education and AIG teachers to create seamless support for students.

Include gifted education in school-wide planning, ensuring AIG students are considered in all academic and enrichment initiatives.

Monitor student participation and access to services across schools to maintain consistency and equity.

Planned Sources of Evidence

* AIG Administrators Checklist

* Differentiation Education Plan (DEP)

* File Transfer Form

* * * * * *	Grade Acceleration Protocol		
	Individualized Differentiation Education Plan (IDEP)		
	Informational Brochures		
	Nurturing Forms		
	Opt-Out Form		
	Order of Yellow Folder		
Type			
Documents		Document Template	Document/Link
AIG Standard 2 Additional Resources		N/A	

Standard 3: Differentiated Curriculum and Instruction

Davidson County Schools (290) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Davidson County Schools has worked diligently to improve core instruction for all students, emphasizing differentiation for advanced learners. The Multi-Tiered Systems of Support (MTSS) framework has played a vital role in enhancing teacher awareness of providing strong, differentiated core instruction to meet the learning needs of all students, including those with advanced abilities. Through this implementation, the AIG department has collaborated closely with district leaders to emphasize the importance of enrichment, extension, and acceleration across all content areas and grade levels. As part of this effort, our district has integrated structured time for remediation, intervention, maintenance, and enrichment (RIME) in elementary and middle school intervention schedules, ensuring that advanced learners consistently receive appropriate challenges within the MTSS framework.

The North Carolina Standard Course of Study (NC SCOS) is the foundation for curriculum development and instructional planning. To meet the needs of AIG students, teachers plan differentiated instruction that enriches, extends, and accelerates core content. The district AIG program has developed a comprehensive professional growth plan across all grade spans, providing ongoing professional development on adapting standards for gifted learners. DCS has brought in presenters from outside DCS to conduct these trainings. This includes training on incorporating rigorous curriculum modifications, integrating higher-order thinking tasks, and using exemplary lessons to enhance differentiation. In addition, district-wide training on the DCS Instructional Framework, which embeds the Rigor and Relevance Framework, has supported teachers in designing instructional tasks that require deep analytical and creative thinking.

To further strengthen differentiation, the AIG department is developing written curriculum extension guides for grades 4–5 that align with core instructional curriculum maps. In middle school, ELA cluster teachers in grades 6–8 receive quarterly AIG curriculum extensions aligned with the ELA curriculum maps, ensuring that advanced students engage in enriched content. The Compacted Math Curriculum allows advanced math students in grades 6 and 7 to complete three years of standards in preparation for Math 1 by eighth grade. These curriculum efforts are regularly updated to reflect revisions to the NC Standard Course of Study (NC SCOS) and evolving best practices in gifted education.

Additionally, due to North Carolina's Advanced Math Legislation, Davidson County Schools has implemented procedures to ensure that high-achieving elementary, middle, and high school students scoring Level 5 on the Math EOG receive differentiated enrichment opportunities. AIG Specialists directly support identified AIG students, while classroom teachers—supported by AIG Specialists—provide differentiated instruction to non-identified students who also score at Level 5.

At the middle and high school levels, students not already placed in advanced math courses are automatically enrolled in the most rigorous coursework available to ensure continued academic challenge. During the 2025–2028 plan cycle, DCS plans to implement a similar procedure for English Language Arts (ELA), in which students scoring Level 5 will be placed in an advanced ELA course at all grade levels. Our district understands that advanced learners do best when they can explore big ideas and apply what they’re learning in real-world ways. To support this, we are working to provide more hands-on, project-based learning that connects different subjects and matches what students are already learning in class. We also use technology to help personalize learning, allowing AIG students to move at their own pace using digital tools and programs. In addition, our AIG specialists work closely with classroom teachers to ensure students receive the appropriate level of support and challenge. Formative and summative assessment data serve as critical tools for making instructional decisions regarding differentiation. Teachers are expected to adapt the curriculum to meet student needs as part of the North Carolina Teaching Standards. The DCS District Classroom Walkthrough Tool includes multiple indicators related to differentiation, reinforcing the district’s expectation that school administrators provide regular feedback to teachers on their differentiation practices. AIG specialists collaborate with classroom teachers to extend, enrich, and accelerate learning experiences, providing supplemental instruction that aligns with core content at the elementary and middle school levels. Advanced differentiation is supported at the high school level through various pathways, including Advanced Placement (AP) courses, AIG licensure, and the Honors Level Course Guide introduced by NCDPI in July 2023, set for full implementation by December 2025. To ensure effective implementation in our system, a presentation aligned with the Honors Implementation Guide has been developed to assess teachers' comprehension and application of Honors Expectations. A video clarifies key concepts related to differentiated instruction, instructional strategies, and best practices to support this process. After reviewing the guide and video, teachers must complete a self-assessment via Google Form, reflecting on their understanding and implementation of honors-level course expectations. This process also aligns with the Honors Level Course Development and Evaluation Tool, ensuring consistency and quality in honors-level instruction. Davidson County Schools is committed to helping every student grow by providing appropriate support. Through staff training, collaboration, and ongoing support, we are working to improve how we meet the needs of all learners. Teachers are equipped with proven strategies and tools, including technology, to personalize learning and make lessons more engaging. We also provide real-world and hands-on enrichment opportunities so advanced learners stay challenged and excited about school.	* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. The Davidson County Schools (DCS) Curriculum and Instruction Department, which includes the AIG department, has prioritized providing professional learning for teachers at all grade levels on utilizing diverse instructional practices that promote depth and complexity in student learning. Educators are expected to create educational experiences supporting individual growth at varying levels of ability, needs, and interests, allowing advanced students to progress through challenging material appropriately. As the district moves toward personalized learning,
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instructional strategies will increasingly integrate learner profiles in flexible learning environments, ensuring students engage with a curriculum tailored to their unique strengths.

Teachers routinely use student readiness as a key indicator for instructional decisions, though historically, student interests and learning profiles have been underutilized. To address this, the district has embedded ongoing professional development on differentiation, problem-based learning (PBL), project-based learning, and learning stations. These strategies have expanded teachers' use of student interests to personalize instruction. To further support differentiation, interest inventories and learning style surveys are completed for elementary and middle school AIG students and incorporated into their Differentiated Education Plans (DEPs). Additionally, through the Multi-Tiered Systems of Support (MTSS) framework, students often have the opportunity to choose enrichment activities during the daily intervention block, ensuring greater autonomy and engagement in their learning.

To expand interest-driven learning, teachers and specialists use choice boards as a flexible differentiation tool, allowing students to engage with content in ways that match their strengths, interests, and learning preferences. In elementary and middle school, AIG specialists provide interest-based enrichment opportunities such as Breakout EDU tasks, Ozobots, Dash, Spheros, Rubik's Cubes, LEGO Brick Math, and independent passion projects. Elementary students can participate in Battle of the Books (BOB), Math Olympiad, and Robotics, encouraging students to think critically in a competitive setting. The district has expanded student-driven learning by implementing Genius Hour for AIG students in grades 4 and 5, allowing students to explore self-directed research and projects based on their interests. Middle school students are encouraged to complete critical thinking activities aligned with their DEPs, promoting deeper engagement and autonomy in learning.

For secondary students, Davidson County Schools provide a variety of academic competitions to foster advanced thinking and problem-solving skills. Students can participate in Battle of the Books, MathCounts, National History Day, Model UN, Mu Alpha Theta, and Triviafest, which provide rigorous enrichment beyond traditional coursework and encourage students to apply critical and creative thinking in competitive settings. These experiences help extend learning outside the classroom and prepare students for future academic challenges.

At the high school level, AIG students receive academic advising to ensure enrollment in Honors or Advanced Placement (AP) courses and opportunities to explore personalized, interest-aligned learning paths. High school students can customize their academic experience by selecting courses through Career and Technical Education (CTE) programs, College and Career Promise (CCP) dual enrollment courses, NC Virtual Public Schools (NCVPS), the North Carolina School of Science and Mathematics (NCSSM), and Cooperative Innovative High Schools. In Davidson County, students can attend Davidson County Early College High School or Yadkin Valley Regional Career Academy or pursue dual enrollment with Davidson Davie Community College, ensuring access to accelerated coursework and career-focused pathways that support individual student goals.

Davidson County Schools is committed to expanding career-based enrichment opportunities for AIG students to further integrate interest-based learning with career exploration. The Career and Technical Education (CTE) program offers electives that allow students to engage in career exploration aligned with their academic interests. All middle and high school students will utilize Major Clarity to complete and revise their Career Development Plans (CDPs). Additionally, the district encourages students to participate in internships, mentorships, and specialized learning programs that provide real-world experiences in their areas of interest.

Through professional development, instructional coaching, personalized learning strategies, and a commitment to fostering student interests, Davidson County Schools ensures that all AIG students experience a rigorous, meaningful, and engaging curriculum that supports their abilities, readiness, and passions. By offering flexible enrichment opportunities, student-driven projects, academic competitions, and career-aligned learning pathways, the district provides a comprehensive and differentiated approach to meeting the needs of advanced learners.

*** Practice C**

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

Davidson County Schools recognizes the importance of research-based resources in differentiating curriculum and instruction to meet AIG students' academic, intellectual, and social-emotional needs. The AIG department provides K-12 instructional resources in various formats, supporting AIG specialists and classroom teachers. In grades 4-8, cluster teachers receive direct instructional resources to implement differentiated learning, while Advanced Placement (AP) teachers are provided with specialized materials and support to enhance advanced coursework.

Since transitioning to a 1:1 digital learning environment, the district has expanded access to online learning tools to support AIG students. Google Classroom and Canvas are the primary platforms for organizing coursework, facilitating collaboration, and providing differentiated instruction. Additionally, the AP Classroom platform from College Board is strongly encouraged for high school AP students, enhancing their engagement with challenging content and exam preparation.

Davidson County Schools has invested in supplemental resources for AIG instruction to ensure evidence-based differentiation. These include Junior Great Books, Jacob's Ladder Reading Comprehension Program, and advanced curriculum materials from the Center for Gifted Education at William & Mary. Math instruction is supported through Mentoring Minds, and AIG specialists utilize the AIG Instructional Resource Project lessons to extend and enrich learning experiences. At the high school level, Honors English 1 courses have been provided with supplementary text series designed to increase access to complex and challenging materials.

Funding has been allocated to enhance instructional resources for middle school advanced courses, high school honors classes, and AP coursework. Investments include scientific graphing calculators, lab supplies, and novel sets, ensuring that advanced learners can access high-quality, differentiated instruction.

To further support educators, the AIG department funds annual participation in the North Carolina Association of Gifted and Talented (NCAGT) Conference for AIG specialists in grades K-12. This professional development opportunity allows educators to learn about the latest research, instructional strategies, and best practices from statewide and national experts in gifted education. Additionally, the AIG department maintains a professional resource library at the District AIG Coordinator's office, where samples of research-based instructional materials are available for AIG specialists to share with classroom teachers.

In Davidson County, all K-12 students participate in Character Strong, a program that supports the whole child. However, recognizing the unique social-emotional needs of gifted students, the district is developing targeted, grade-specific social-emotional lessons as part of the 2025-2028 AIG Plan cycle. These lessons will be integrated into the AIG block for elementary students and made accessible to middle and high school students through Canvas or Google Classroom. The curriculum will address key challenges gifted students often face, such as perfectionism, social anxiety, motivation, resilience, and self-advocacy, providing strategies to help them navigate academic and personal growth. Through these evidence-based resources, digital learning tools, professional development initiatives, and strategic curriculum investments, Davidson County Schools ensure that AIG students receive rigorous, engaging, and differentiated instruction that meets their academic, intellectual, and social-emotional needs.	* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. Davidson County Schools is committed to developing durable skills and mindsets that support AIG students' post-secondary success. At an advanced level, AIG classrooms and advanced learning courses incorporate experiences that emphasize critical thinking, collaboration, creativity, and adaptability. STEM opportunities such as Lego Education, robotics teams, coding, Ozobots, and Dash Robots allow students to engage in problem-solving, engineering, and computational thinking. The transition to a 1:1 digital learning environment has expanded access to the Portrait of a Graduate Framework, equipping students with essential communication, leadership, and personal responsibility skills. To ensure equitable access to rigorous coursework, the district offers a variety of Advanced Placement (AP) courses in both face-to-face and virtual formats. These courses allow students to develop analytical reasoning, academic resilience, and independent learning strategies necessary for college and career readiness. Additionally, the district continues to integrate Socratic seminars during middle school and Model UN debate teams at the high school level, fostering critical thinking, effective communication, and global awareness. Recognizing the importance of language acquisition and cultural competency, two elementary schools have implemented a Spanish immersion program, which has since expanded into one middle school, with another set to be added in 2025-2026. This program allows students in two feeder patterns to continue some areas of their studies in Spanish, preparing them for bilingual proficiency and cross-cultural engagement. Through the Credit by Demonstrated Mastery (CDM) process, students can accelerate their language studies, with the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) test used to assess mastery as part of the Language Test International. Beyond the classroom, mentorship and leadership development opportunities are provided through the AIG Summer Camp, where high school gifted students can apply to serve as camp counselors. Selected students are assigned to mentor younger AIG students, allowing them to develop leadership, collaboration, and problem-solving skills in a real-world setting. Additionally, the district is exploring internship and job-shadowing opportunities with local businesses to support AIG students' career readiness and real-world application of durable skills.
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By embedding critical and creative thinking, collaboration, communication, adaptability, and leadership opportunities across K-12 programming, Davidson County Schools ensures that AIG students have the skills and mindsets necessary for long-term success in higher education and beyond.

*** Practice E**

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

Davidson County Schools employs a balanced assessment approach to inform instructional decisions, program effectiveness, and equitable access for gifted learners. Professional Learning Communities (PLCs) play a critical role in analyzing ongoing assessment data and making data-driven instructional decisions. The district has established an expectation that teachers use formative, diagnostic, and summative assessments to inform differentiation, including flexible grouping, acceleration, and enrichment opportunities. However, inconsistencies remain in how these practices are implemented across schools, particularly in how data is used to meet the needs of AIG students. To strengthen this process, the district will ensure that PLCs and data teams conduct regular data conversations focusing on advanced learners, ensuring their academic needs are met systematically and intentionally.

Elementary and middle school teachers have access to universal screening data, state check-ins for ELA and math, progress monitoring data from mCLASS and the use of the CogAt as an assessment tool throughout the school year. These assessments provide recommended groupings to assist teachers with differentiation decisions. However, self-assessment discussions and EVAAS data indicate that ongoing differentiation based on assessment data for AIG subgroups is inconsistent across schools. While some schools have effectively integrated differentiation, challenges remain in ensuring uniform implementation of flexible grouping and enrichment opportunities. The district will refine its approach by strengthening collaboration between AIG specialists, instructional coaches, and school administrators to provide targeted professional development and coaching on using assessment data effectively to drive instruction for advanced learners.

To improve consistency and strengthen collaboration, the district will hold quarterly PLC meetings between AIG specialists and AIG cluster teachers at each elementary and middle school during the 2025–2028 plan cycle. While scheduling constraints currently limit the ability of AIG specialists to attend PLCs with every grade level, this strategic action will ensure that advanced learners' needs are prioritized in instructional planning and differentiation discussions. In addition, the district will implement structured data review protocols to ensure that formative assessment results for AIG students are consistently analyzed and acted upon across all schools.

The district also recognizes the importance of using data to ensure equitable access to AIG services and advanced learning opportunities. Davidson County should more closely monitor referral rates, identification trends, and retention of underrepresented gifted students, including those from culturally diverse, economically disadvantaged, multilingual backgrounds, and twice-exceptional learners. Moving forward, Davidson County Schools will enhance its collaboration with MTSS teams to ensure that multiple data sources—including teacher nominations, performance assessments, and academic growth measures—are used to identify and support a diverse population of advanced learners.

The district will support flexible classroom grouping through PLCs, professional development, and instructional coaching to further assist with differentiation strategies in instructional practice. This model allows teachers to group students by ability, readiness, or interest to ensure that

advanced learners receive appropriate challenges and academic support. The district will also provide professional development on using CogAT learning profiles to guide differentiation decisions and tailor instruction to the unique learning needs of gifted students. At the high school level, interest-driven enrichment opportunities will be provided during advisory/intervention blocks using Securly Flex to allow students to explore higher-level learning experiences, independent research, and advanced coursework opportunities. Additionally, PLC data conversations will continue to focus on advanced learners' performance, ensuring that teachers have the necessary support to implement differentiation strategies that align with best practices in gifted education. Through these targeted data-driven instructional strategies, professional development efforts, and equity-focused improvements, Davidson County Schools remains committed to ensuring that gifted learners receive differentiated, rigorous, and responsive instruction that meets their academic and intellectual needs.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Davidson County Schools is committed to providing focused and ongoing professional learning opportunities to promote equity and excellence in gifted education. AIG professional development sessions are required each year for AIG specialists at the beginning of the school year. As part of the 2025-2028 plan cycle, the district will implement structured collaboration meetings between AIG specialists and cluster teachers to enhance communication, instructional planning, and differentiation strategies. These sessions are designed to foster collaboration between AIG personnel and general education teachers, equipping them with the necessary tools to differentiate instruction and meet the unique needs of AIG students. Collaboration and Professional Learning Communities (PLCs) are crucial in ongoing AIG professional development. AIG specialists are encouraged to participate in PLCs at their assigned schools; however, this is not always feasible due to scheduling constraints and service demands. When specialists cannot attend, PLC minutes are shared via Google Docs, allowing AIG staff to review discussions, contribute feedback, and remain engaged in instructional planning. The district recognizes that while PLCs are beginning to include more conversations regarding the needs of advanced learners, there is still room for growth in ensuring that differentiation strategies for AIG students are a consistent focus across all schools. At the elementary and middle school levels, AIG specialists must collaborate and consult with core classroom teachers weekly, supporting differentiation efforts aligned with each student's Differentiated Education Plan (DEP). Effective differentiation strategies include curriculum compacting, integrated curriculum units, and acceleration of core content, ensuring that instruction aligns with gifted education best practices. To enhance instructional capacity, the district will continue providing training and resources for cluster teachers on differentiation strategies for gifted learners. Additionally, district-level support will be strengthened through professional development sessions and ongoing coaching, enabling educators to refine their skills in enrichment, acceleration, and flexible grouping techniques.
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At the high school level, professional development efforts focus on collaborative curriculum planning within PLCs, ensuring that honors and AP teachers access rigorous instructional strategies. The district is also working to expand opportunities for cross-school collaboration, allowing high school educators to share best practices in differentiation, student engagement, and assessment for advanced learners. A key district initiative is to strengthen the integration of AIG professional development within the broader Curriculum & Instruction Department initiatives. Collaborative efforts between AIG leadership and district-level instructional staff ensure that professional learning for AIG educators aligns with school improvement goals, multi-tiered systems of support (MTSS), and best practices in differentiation. This alignment allows gifted education strategies to be embedded in district-wide professional development efforts, benefiting AIG students and all advanced learners across K-12. Looking ahead, Davidson County Schools will focus on expanding access to external professional development opportunities for educators working with gifted students. AIG specialists and teachers will be encouraged to participate in regional and state-level training, such as the North Carolina Association of Gifted and Talented (NCAGT) Conference, where they can learn from leading researchers and practitioners in gifted education. Additionally, the district will continue to offer a Canvas course for teachers who serve gifted students but do not hold an Academically Gifted (AIG) license. This course is designed to enhance teachers' understanding of gifted learners, covering their unique characteristics, best instructional practices, and effective differentiation strategies to support advanced students in the classroom. Through structured professional learning, PLC collaboration, curriculum support, and external training opportunities, Davidson County Schools remains committed to building teacher capacity, promoting equity in gifted education, and ensuring that AIG students receive differentiated, challenging, and meaningful learning experiences.	* Ideas for Strengthening the Standard Support teachers in creating lessons that challenge gifted students with opportunities for depth, complexity, and rigor. Provide materials and resources beyond grade-level content, allowing students to explore advanced topics. Encourage student choice and voice in learning, including independent projects, interest-based assignments, and goal setting. Offer flexible pacing so students can move ahead in areas where they are ready while getting support in others. Incorporate real-world problem-solving and critical thinking tasks to keep learning engaging and meaningful. Use student data and observations to adjust instruction based on individual strengths and learning profiles.
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Create safe spaces for academic risk-taking, helping students stretch their thinking without fear of failure.

Planned Sources of Evidence

* DCS Walk-through Tool	
* Extension Guides for ELA and Math	
* Honors level presentation, video and self-reflection tool	

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

Standard 4: Personnel and Professional Development

Davidson County Schools (290) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Davidson County Schools employs an AIG-licensed program coordinator to lead the development, implementation, and monitoring of the AIG program for students in grades K-12. This position ensures alignment with the district's vision for gifted education and collaborates with district curriculum directors, instructional coaches, administrators, AIG specialists, and AIG cluster teachers to foster a strong and equitable program. The AIG Program Coordinator reports directly to the Assistant Superintendent of Curriculum and Instruction and plays a critical role in advocating for the academic, intellectual, and social-emotional needs of AIG students.

Key responsibilities of the AIG Program Coordinator include facilitating the planning, development, and coordination of the district's gifted education and advanced learning initiatives. The coordinator ensures that all components of the state-mandated AIG plan are implemented effectively and evaluates the appropriateness of services for gifted learners. Additionally, the coordinator oversees professional development opportunities for educators, ensuring that AIG specialists and classroom teachers are equipped with research-based instructional strategies. This individual also serves as a liaison to the North Carolina Department of Public Instruction (NCDPI), ensuring compliance with state regulations, monitoring headcount and funding, and advocating for gifted students at the district and state levels.

To further strengthen collaboration and communication, the AIG Coordinator meets regularly with AIG specialists to review program effectiveness, share instructional resources, and discuss best practices for differentiation. The coordinator also facilitates the Gifted Program Advisory Council (GPAC), which includes educators, parents, students, and community members, to ensure stakeholder input in program decisions. To enhance transparency, the coordinator assists in developing and disseminating program-related information through the district website, newsletters, and informational sessions for parents and educators.

Furthermore, Davidson County Schools are committed to expanding advanced learning opportunities beyond AIG services. The AIG Program Coordinator supports initiatives such as Advanced Placement (AP) courses, Credit by Demonstrated Mastery (CDM), Compacted Math, Governor's School, and district-sponsored academic competitions. These opportunities align with the district's goal of ensuring equitable access to rigorous coursework for all high-achieving students.

Moving forward, the district aims to strengthen the role of the AIG Coordinator by increasing collaboration with school-based leadership teams, Multi-Tiered System of Supports (MTSS) teams, and instructional staff to advocate for gifted learners. This includes integrating the AIG perspective into professional learning communities (PLCs) and supporting educators using data-driven decision-making to enhance gifted

services. Additionally, the district will continue exploring innovative program evaluation approaches, including stakeholder surveys and data analysis, to ensure that AIG students receive the most effective and appropriate educational experiences.

By maintaining a dedicated AIG Program Coordinator and continuously refining the role to meet evolving needs, Davidson County Schools remains committed to supporting an inclusive, research-based gifted education program that empowers students to reach their full potential.

*** Practice B**

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

Davidson County Schools ensures that AIG-licensed specialists are engaged in tasks that explicitly address the academic, intellectual, and social-emotional needs of K-12 gifted students while supporting the implementation of the local AIG program and plan. Each AIG specialist serves one or more schools and collaborates with administrators, instructional staff, and families to provide direct and indirect services that support advanced learners.

AIG Specialist Roles & Responsibilities

The district maintains a structured personnel model, assigning each school an AIG specialist to oversee gifted services and talent development efforts. Below is a breakdown of the roles at each grade level:

Elementary AIG Specialist Responsibilities:

- Plans and develops the school's gifted education program in alignment with the district AIG Plan.
- Collaborates with classroom teachers and AIG cluster teachers to develop Differentiated Education Plans (DEPs) and Individualized Differentiation Plans (IDEPs) for identified students.
- Provides direct services through pull-out and push-in instruction, offering extension and acceleration opportunities.
- Supports talent development efforts in K-3 through Remediation, Intervention, Maintenance, and Enrichment (RIME) programs.
- Chairs the school's Gifted Education Team (GET) and oversees AIG screening, testing, and placement decisions.
- Communicates with parents and stakeholders, providing updates via newsletters, websites, and AIG parent nights.
- Advocates for gifted students and supports professional development efforts at the school level.

- Maintain accurate records for AIG students

Middle School AIG Specialist Responsibilities:

- Develops and manages AIG cluster classes, compacted math courses, and school-wide enrichment plans.
- Provides consultative support and co-teaching to differentiate instruction for advanced learners.
- Collaborates with AIG cluster teachers and school administrators to implement DEPs and IDEPs for identified students.
- Chairs the Gifted Education Team (GET) and leads screening, testing, and placement decisions.
- Ensures student access to advanced coursework and enrichment opportunities, such as Math Counts, National History Day, Summer AIG camp, and other opportunities as they arise.
- Facilitates professional development sessions for general education teachers to enhance differentiation strategies.
- Maintains records and communicates AIG programming details to parents, educators, and the broader school community.
- Maintain accurate records for AIG students

High School AIG Specialist Responsibilities:

- Supports the development and implementation of Honors, Advanced Placement (AP), and Credit by Demonstrated Mastery (CDM) opportunities.
- Collaborates with Student Services and Gifted Education Teams to create DEPs for identified students.
- Provides enrichment and acceleration pathways for students through internships, mentorships, and extracurricular programs.
- Ensures equitable access to AP courses, dual enrollment programs, and specialized academic competitions.
- Chairs the Gifted Education Team (GET) and supports screening, testing, and placement processes.
- Works with counselors and administrators to assist students with advanced course selection and career pathway planning.
- Facilitates parent outreach efforts, including high school registration nights, AP information sessions, and scholarship guidance.
- Maintain accurate records for AIG students.

Strengthening Collaboration & Program Effectiveness for the 2025-2028 AIG Plan:

- Ensure AIG specialists participate in PLCs at their assigned schools to discuss best practices for differentiation and student support strategies.
- Foster collaboration with MTSS teams to align gifted education services with district-wide intervention and enrichment efforts.
- Engage AIG specialists in professional learning communities (PLCs) to strengthen cross-school collaboration and curriculum development.
- Support AIG specialists with professional development focused on differentiation, social-emotional learning, and curriculum compacting strategies.

By structuring AIG specialists' roles to explicitly meet students' academic, intellectual, and social-emotional needs, Davidson County Schools ensures that all advanced learners receive the rigorous, meaningful, and equitable support they need to thrive.

* 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.

Davidson County Schools recognizes the critical role of professional development in ensuring educators are equipped with the knowledge and skills necessary to support, differentiate, and challenge gifted learners. The district has established a comprehensive, ongoing professional growth plan for K-12 educators, including AIG specialists, classroom teachers, student services personnel, and administrators.

Professional Development for Grades 4-8

The district has established the requirement for all AIG cluster teachers in grades 4-8 to earn an AIG licensure or endorsement. To support this, the district has implemented a local professional development requirement, offering three pathways for teachers who do not yet hold an AIG license:

- Pathway One – Local Coursework Modules: Teachers complete Canvas-based modules designed by the District AIG Program Specialist. The coursework, requiring approximately 20 hours (2 CEUs), provides foundational knowledge on gifted education, differentiation strategies, and instructional best practices.
- Pathway Two – Praxis Gifted Education Exam: Teachers may take the Praxis exam to earn the AIG add-on licensure. While DCS does not cover the testing fee, the local coursework modules help prepare teachers for the exam.

- Pathway Three—College Program for Gifted Education: Teachers may take college classes to earn the AIG add-on licensure. DCS does not cover the fees for this pathway.

These pathways ensure that educators are equipped to provide effective differentiation strategies for advanced learners, aligning with state AIG policies and best practices.

Professional Development for High School Educators:

Advanced Placement (AP) Training

Davidson County Schools supports AP teachers by covering professional development tuition and travel expenses for training. The district requires all AP teachers to complete a four- to five-day (30-hour) AP Summer Institute (APSI) in North Carolina before teaching an AP course. Additionally, AP teachers must attend refresher training every three years (minimum of six hours, or 0.6 CEU). Acceptable refresher training includes participation in:

- College Board professional development
- NCAP Partnership workshops
- AP Reader training

Honors Course Training

In response to the NCDPI Honors Level Course Guide (July 2023), the district has developed a structured professional development program for high school Honors teachers. This includes:

- A district-developed training session that aligns with Honors curriculum expectations.
- A video module on key instructional strategies, including differentiation, assessment, and enrichment.
- A self-assessment via Google Forms allows teachers to reflect on their comprehension and implementation of Honors-level instruction.

Professional Development for Other School Personnel

Recognizing that effective gifted education requires a whole-school approach, the DCS AIG 2025/2028 Plan will provide targeted training for additional school personnel:

▪ School Administrators: AIG updates and professional development components will be embedded into leveled principal meetings to ensure school leaders are informed and engaged. ▪ School Counselors: Annual professional development sessions focus on the social-emotional needs of gifted learners, including twice-exceptional students (2e) and gifted multilingual learners (ML). ▪ Special Education Teachers: AIG specialists provide annual professional development to support collaboration between AIG and EC teachers, ensuring that twice-exceptional students receive appropriate accommodations. Aligning Professional Development with District Priorities To ensure alignment with district-wide instructional goals, Davidson County Schools will do the following: ▪ Include AIG training in district-wide professional development, such as MTSS, equity training, and differentiated instruction. ▪ Work more closely with instructional leadership teams to ensure AIG best practices are used in everyday classroom instruction. ▪ Use feedback from self-assessments, DCS Comprehensive Needs Assessment, and stakeholders to improve future AIG professional development. By establishing clear expectations for professional learning, integrating varied training formats, and ensuring ongoing educator support, Davidson County Schools is committed to enhancing the instructional effectiveness of all educators working with gifted and advanced learners.	* 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. Davidson County Schools is committed to ensuring that AIG students receive instruction from qualified educators who have either earned an AIG add-on license or have met the Local Education Agency (LEA) requirements for serving gifted students. Administrators must cluster AIG students in ELA and math core classrooms at the elementary and middle school levels with AIG-certified teachers when available. Principals receive annual guidance on clustering and assigning AIG students to appropriately trained teachers. A database is maintained by the district AIG coordinator, detailing AIG-licensed teachers and those who have met local endorsement requirements, which is shared with school administrators to support effective student placement. Currently, the district has 143 certified AIG-licensed teachers, 152 locally endorsed AIG teachers, and 10 educators who have completed AIG coursework but have yet to add the endorsement to their license. General education teachers serving as AIG cluster teachers in grades 4-8 must fulfill the LEA's local endorsement requirement for AIG training if they do not hold an AIG add-on licensure or are not enrolled in an AIG
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licensure program. These teachers receive professional development in curriculum compacting, acceleration strategies, and enrichment opportunities tailored to gifted learners to support differentiation.

AP and Honors teachers must meet district requirements in high school to continue teaching these advanced courses. The district AIG coordinator maintains records of AP teachers who have completed required professional development, ensuring alignment with College Board and NCAP Partnership expectations. Additionally, Honors teachers must complete the state-mandated self-assessment outlined in Standard 4, Practice C, which the secondary AIG specialist monitors every three years. Communication between administrators and the AIG department ensures teachers comply with training expectations.

While AIG students at the high school level are encouraged to enroll in rigorous coursework, there is currently no structured tracking to ensure these students are placed with AIG-certified teachers. An analysis of Differentiated Education Plans (DEPs) and course enrollment revealed that many ninth and tenth-grade gifted students were not enrolling in courses aligned with their areas of identification. To address this, the district AIG coordinator and secondary AIG specialists will expand their presence at parent registration nights and implement closer monitoring of high school students' advanced course enrollment. Additionally, multiple communication channels, including registration cards that indicate AIG identification status, will inform students and parents about advanced learning options.

Davidson County Schools has implemented an "Opt-Out" process to further support student choice and autonomy. Students who choose not to enroll in Honors, AP, or Career and College Promise (CCP) courses as part of their AIG service model must complete a form signed by their parent or guardian. This ensures transparency and reinforces the district's commitment to providing equitable access to rigorous learning opportunities.

*** Practice E**

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

Davidson County Schools is committed to recruiting and retaining highly qualified AIG-certified professionals, ensuring equitable access to advanced learning experiences for all gifted students. The district employs proactive strategies to help educators earn their AIG licensure.

Recruitment and Endorsement Strategies

To increase the number of AIG-certified educators, the district has developed multiple pathways for teachers to obtain their AIG add-on licensure or local endorsement:

- **Local Endorsement Process (Grades K- 8):** A self-paced Canvas course was developed to help teachers build foundational knowledge in gifted education, differentiation strategies, and instructional best practices. More than 100 teachers have completed this course.
- **High School Endorsement:** A Canvas course was created for high school teachers. It modified the original K-8 model to focus on enrichment, extension, and acceleration of the North Carolina Standard Course of Study (NCSCOS) in grades 9-12.

- Praxis Preparation: Teachers interested in pursuing formal AIG licensure are encouraged to take the Gifted Praxis exam, with the local endorsement course serving as preparation for the exam.

The District AIG Coordinator collaborates with Human Resources to identify AIG-licensed applicants during hiring and regularly attends district job fairs to promote AIG certification opportunities. Additionally, the AIG coordinator provides annual reports to HR and school administrators to communicate the specific schools needing AIG-licensed teachers.

Retention and Support for AIG Specialists

The district has experienced low turnover among AIG specialists, with most departures due to retirement. When AIG positions become available, the district has successfully recruited highly qualified replacements who meet AIG certification requirements.

To support teacher retention and professional growth, the district will:

- Continue covering professional development tuition and expenses for AIG teachers to attend the North Carolina Association for the Gifted and Talented (NCAGT) Conference and other advanced learning opportunities.
- Provide leadership roles for experienced AIG teachers, allowing them to mentor newer educators and contribute to AIG program development..

Expanding Diversity Among AIG Professionals

Recognizing the importance of diverse representation among AIG educators, Davidson County Schools will:

- Encourage teachers from underrepresented backgrounds to pursue AIG licensure through district-supported training opportunities.
- By actively recruiting, supporting, and retaining AIG professionals, Davidson County Schools ensures that gifted students receive instruction from highly trained educators who understand their academic and social-emotional needs.

*** Practice F**

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

Davidson County Schools is committed to equity and excellence in gifted education by providing professional learning opportunities that address mindsets, policies, and practices related to identification and service delivery for AIG students. The district seeks to expand awareness of giftedness through ongoing professional development, address underrepresentation in AIG identification, and ensure access to appropriate services for all students.

Expanding Professional Development to Ensure Equitable Identification

AIG specialists receive targeted professional learning to help them recognize, develop, and support talent in diverse student populations. As part of their Professional Learning Community (PLC) meetings, specialists analyze AIG identification data across schools and demographics to ensure equitable representation. Additionally, AIG specialists train K-3 classroom teachers, equipping them with strategies to recognize early gifted traits and refer students for further evaluation.

To increase access to AIG services, the district continues to utilize local norms as part of its universal screening process. This includes analyzing whole-grade CogAT screening data to identify students who may have been overlooked through traditional referral processes. As part of this effort, Davidson County is transitioning its universal screening to the end of second grade. The selected screener will have less emphasis on reading, providing a more accurate measure of a child's aptitude across diverse learners.

The results of these assessments will inform AIG identification practices and guide the development of differentiated services that align with student strengths and needs.

Supporting Identification in Underrepresented Schools

During the 2025-2028 plan cycle, the district will expand its efforts to provide whole-grade screening opportunities in specific Title I elementary schools, focusing on identifying gifted students from historically underrepresented populations. By allowing more time for students to meet identification criteria, the district aims to close opportunity gaps and ensure that all students with high potential have access to services.

Future Professional Learning and Policy Adjustments

To further align with state guidance and best practices, Davidson County Schools will:

- Develop professional learning focused on changing mindsets related to gifted identification and services.
- Integrate equity-focused discussions into district-wide training for teachers, administrators, and counselors.
- Utilize state-provided resources (e.g., NCDPI's Call to Action, Equity and Excellence Guidebooks, and Critical Actions for Multilingual Learners and Twice-Exceptional Students) to refine district-wide practices.
- Strengthen partnerships with MTSS teams to support AIG identification within existing intervention structures, focusing on twice-exceptional (2e) students.

By embedding professional learning in identification practices, expanding universal screening, and integrating equity-focused strategies, Davidson County Schools ensures that gifted education remains accessible, inclusive, and aligned with best practices.

*** 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.

Davidson County Schools recognizes the importance of aligning professional development opportunities with the district's AIG program goals, broader district initiatives, and best practices in gifted education. The district has established a comprehensive Instructional Framework for K-12 instruction, emphasizing differentiated instruction, student engagement, reflection, feedback, and data analysis. This includes intentional strategies to challenge advanced learners.

Professional development for AIG specialists and general education teachers continues to be a priority. AIG specialists must participate in workshops provided by the LEA and professional learning opportunities at their base schools. To foster ongoing learning and collaboration, the district funds AIG specialists to attend the North Carolina Association for Gifted and Talented (NCAGT) Conference, allowing them to engage with leading researchers and practitioners in gifted education.

Recognizing the importance of social-emotional learning (SEL) for gifted students, Davidson County Schools has integrated SEL into its district-wide Character Strong program. In addition, AIG specialists are developing targeted SEL lessons to be taught during pull-out instruction, Google Classroom, or Canvas to ensure accessibility for middle and high school students.

Efforts are being made to strengthen collaboration between AIG specialists and classroom teachers. Although scheduling challenges limit specialists' ability to attend all Professional Learning Community (PLC) meetings, the district encourages schools to incorporate AIG perspectives into these discussions. To further bridge this gap, Google Classroom is a platform for specialists to communicate and plan with classroom teachers. Additionally, the district is working toward scheduling AIG specialists to attend PLC meetings quarterly to facilitate better alignment between gifted programming and core instruction.

To refine the application of professional learning, Davidson County Schools is integrating AIG strategies within broader professional development initiatives. The district is committed to ensuring that professional development efforts include gifted education best practices, including differentiation techniques, brain-based strategies, and data-driven instructional planning. AIG specialists also participate in district-led learning sessions to share best practices and discuss ways to improve services for advanced learners.

By incorporating state resources such as the "AIG Booster Shots" provided by NCDPI, the district will continue to enhance its professional development model, ensuring that teachers have the skills necessary to meet the diverse academic and social-emotional needs of gifted learners.

*** Ideas for Strengthening the Standard**

Provide regular, high-quality training for teachers and staff on how to identify and support gifted learners.

Offer professional development on topics like differentiation, social-emotional needs, and underrepresentation in gifted programs.

Create learning communities where educators can share strategies, plan enrichment lessons, and problem-solve together.

Encourage all teachers—not just AIG specialists—to participate in gifted education training.

Support school leaders in understanding how to implement strong AIG services in their buildings.

Ensure new teachers receive guidance on serving advanced learners from the start of their careers.

Planned Sources of Evidence

*	Instructional Framework	
*	Newsletters	
*	Opt-out Form	
*	Honors and AP Teacher Syllabus	

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

Standard 5: Partnerships	Davidson County Schools (290) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional. The district remains committed to fostering strong partnerships with parents, schools, and the broader community to support the needs of AIG students in grades K-12. Based on stakeholder input from fall 2024 surveys and focus group discussions, a key priority has been enhancing two-way communication about AIG services, opportunities, and support systems. To address this, the district will host AIG parent/guardian nights for K -8 families, virtually and/or in person, ensuring equitable access to critical information. Additionally, secondary AIG specialists actively participate in Heading to High School and AP Information Nights at all district schools to support students and families during key transition points. The district will create informational videos about Differentiated Education Plans (DEPs) and AIG services, which continue to serve as an effective means of communication. These videos will be available on the district website and in Spanish to accommodate diverse linguistic needs, ensuring accessibility for all families. Parents are encouraged to communicate with AIG specialists through email, phone calls, virtual conferences, or in-person meetings, providing multiple avenues for collaboration. Additionally, the district distributes parent and student brochures outlining AIG services. Beginning with this plan, the AIG Coordinator will introduce a district-wide newsletter featuring AIG resources and opportunities. At the same time, AIG specialists will continue to send monthly newsletters to inform parents about classroom activities and updates. These communication changes were implemented based on feedback from parents. These resources provide strategies for supporting students, links to additional materials, and specialist contact information to enhance communication and engagement. To further enhance service continuity, AIG specialists are present at middle and high school registration events and open houses, offering guidance on course selection and advanced learning pathways. As part of the 2025-2028 plan cycle, the district has committed to developing a handout outlining the middle and high school AIG service model, which will introduce secondary AIG specialists and their roles in supporting students and families. Furthermore, specialists now attend AP and Career & College Promise (CCP) parent nights, ensuring families can make informed decisions about advanced coursework, acceleration options, and dual enrollment opportunities.

Collaboration remains a cornerstone of the AIG program, with the Gifted Program Advisory Council (GPAC) playing a crucial role in shaping district goals and improving services. This council includes AIG personnel, parents, administration, district and school-based teachers, counselors, and high school students from all feeder patterns. Meeting minutes and presentations are posted on the district AIG website, making information transparent and accessible to the public. Additionally, the district ensures equitable access to AIG services and talent development opportunities for underrepresented populations. While current efforts include parent nights, infographics, and multilingual resources, the district is exploring ways to expand early talent development initiatives in grades K-3. These efforts are designed to recognize and support advanced potential in students even before they are formally identified for AIG services—especially those who are culturally diverse, economically disadvantaged, multilingual, or twice-exceptional. By providing earlier support, we can help students build confidence and skills that prepare them for success in advanced classes. Beyond academic support, the district acknowledges gifted learners' social and emotional needs and is committed to strengthening these services. The district plans to develop targeted programming integrating mental health support, peer groups, and mentoring opportunities for AIG students. Students at all grade levels participate in the district-wide Character Strong program, fostering social-emotional learning. During this AIG Plan cycle, AIG specialists will develop lessons focused on specific social and emotional challenges that affect gifted students. School counselors, AIG specialists, and other support staff will work collaboratively to address anxiety, perfectionism, and the need for intellectual peer interactions, ensuring that gifted students receive comprehensive, holistic support. The district reviews grade and subject acceleration policies, cluster grouping, and differentiated instruction to further align with best practices in acceleration and flexible grouping. Future efforts will focus on expanding access to advanced learning pathways, including Credit by Demonstrated Mastery (CDM), dual enrollment, and compacted curriculum options. Strengthening these opportunities will ensure that AIG services are responsive to student needs rather than requiring students to conform to rigid programming structures. The district remains dedicated to fostering inclusive, comprehensive, and research-based AIG programming that supports gifted learners' academic, intellectual, and social-emotional growth. Through ongoing communication, equitable access to services, and collaborative decision-making, the district continues to refine and enhance AIG programming to meet the needs of all students.	* 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. Davidson County Schools continue to foster strong partnerships with higher education institutions, academic enrichment organizations, and local businesses to enhance opportunities for AIG students. In addition to professional development, partnerships provide STEM and enrichment experiences for students. Through a collaboration with Brick Ed Education, each elementary and middle school has a robotics team, allowing AIG students to engage in engineering, programming, and teamwork. These teams compete in district-wide competitions.
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Through a strong commitment to college and career readiness, the district maintains partnerships that provide AIG students with dual enrollment opportunities. The College and Career Promise (CCP) program, in collaboration with Davidson Davie Community College, allows high school students to earn college credit while in high school. If students are identified in both areas, reading and math, they can begin these classes during their freshman or sophomore year. Additionally, Davidson County Early College High School on the Davidson Davie Community College campus provides an accelerated academic pathway for AIG students seeking advanced coursework. To further prepare students for future careers, the district has introduced Major Clarity, a career and educational planning tool for students in grades 6-12, which matches students' interests with potential career fields. Initially, the assessment was administered to students in CTE courses, but the district expanded its use school-wide. Feedback from AIG focus groups during the last plan cycle emphasized the need for enhanced career exploration opportunities. To address this, the district collaborates with the CTE department and career development counselors to provide targeted career planning services for AIG students.

In addition to existing partnerships with higher education institutions, Davidson County Schools is working to expand collaborations with local businesses and industries to enhance career-based learning experiences. Plans include offering job shadowing and internship opportunities for high school AIG students, connecting students with mentors in advanced fields, and inviting guest speakers from STEM, humanities, and entrepreneurial sectors to engage students in real-world applications of their academic strengths. These partnerships will ensure that AIG students have access to career-focused learning experiences that prepare them for post-secondary education and professional success.

Since 2010, the district has fully funded registration for all AIG specialists to attend the North Carolina Association of Gifted and Talented (NCAGT) Conference, ensuring continuous professional learning. Over the years, this opportunity has been extended to several AIG cluster teachers, further strengthening professional development in gifted education. The district also maintains partnerships with the NC AP Partnership, NC Governor's School, and the NC School of Science and Math, reinforcing its commitment to expanding academic, enrichment, and career development opportunities for AIG students.

*** 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.

Davidson County Schools' AIG Program values the involvement and perspectives of all stakeholders, including students, parents, educators, and community members. The district ensures meaningful participation through the Gifted Program Advisory Council (GPAC), AIG stakeholder surveys, and a self-assessment tool, collectively informing the AIG plan's development, implementation, and evaluation. To achieve equal representation across elementary, middle, and high school levels, the AIG program strives to include diverse voices from all feeder patterns, ensuring a comprehensive and equitable approach to AIG programming.

The Gifted Program Advisory Council (GPAC) comprises classroom teachers, AIG specialists, parents, students, school counselors, Board of Education members, administrators, and district curriculum personnel. This diverse representation ensures that multiple perspectives contribute to decision-making, fostering a collaborative approach to AIG programming. However, the district recognizes the need to increase representation

from underserved populations to reflect the community's demographic makeup. Intentional recruitment efforts will focus on engaging parents from culturally diverse and economically disadvantaged backgrounds and those with multilingual learners and twice-exceptional students to ensure a more inclusive advisory process. GPAC meetings are held twice a year, during which program updates are shared, advisory topics are discussed, school data is analyzed, and stakeholder feedback is collected. To better follow best practices, the district will create more focus groups with parents, students, and school staff and use targeted outreach to ensure we hear from a wide range of voices in the community. The AIG stakeholder surveys, developed in collaboration with GPAC, are administered to students, parents, teachers, and administrators across all grade levels. The data collected from these surveys serve as a key component of the self-assessment process, helping the district monitor the implementation of the AIG plan and identify areas for program improvement. Additionally, the district is committed to enhancing accessibility and engagement in advisory efforts by providing multiple avenues for participation, including virtual meetings, language translation services, and flexible scheduling to accommodate families with varying needs. Plans include establishing school-based AIG advisory committees, which will serve as extensions of GPAC to ensure that stakeholder voices are heard at the school and district levels. By expanding outreach efforts, increasing representation from underrepresented groups, and strengthening advisory structures, Davidson County Schools remains committed to providing a collaborative and inclusive approach to AIG programming that reflects the diverse needs of its gifted learners.	* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community.	Davidson County Schools' AIG program prioritizes transparent and continuous communication with students, parents, guardians, and the community regarding the Local AIG Plan, program services, policies, and procedures related to advanced learning. The district AIG website is a central hub where the AIG plan, policies, and procedures are available. Before posting, the Davidson County Board of Education reviews all policies to ensure alignment with district priorities. Additionally, each year, parents receive AIG program brochures, also available online, which outline services, policies, and advanced learning opportunities. To strengthen family engagement, grade levels 4- 8 meet with identified students' parents to review and sign Differentiated Education Plans (DEPs) and Parent/Student Agreements, ensuring families are well-informed about their child's AIG services. Recognizing the linguistic diversity within the district, a significant initiative in the 2025-2028 plan cycle is to expand AIG program information in Spanish and other languages spoken by Multilingual Learner (ML) families. The district serves 930 multilingual learners through a variety of service models, and ongoing
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efforts are focused on improving language accessibility. To support this, AIG brochures, parent forms, and letters will be translated. Translation services will also be expanded to assist with parent communication and provide test administration instructions for multilingual students new to U.S. schools. AIG specialists play an essential role in directly communicating with parents of newly identified students, ensuring they understand the identification process, program structure, and required documentation. Collaboration between School Gifted Education Teams, classroom teachers, and counselors ensures parents receive annual updates on their child’s services, DEPs, and other AIG-related information. The district employs multiple communication strategies to reach parents and the broader community effectively. These include social media, automated school messages, websites, and principal-led communications. AIG specialist newsletters, student progress reports, and parent nights provide regular program updates and foster two-way engagement with families. Moving forward, the district will introduce a quarterly newsletter dedicated to AIG services and advanced learning opportunities, further enhancing accessibility and communication for all stakeholders, opportunities to improve accessibility for all stakeholders further. By expanding accessibility, outreach, and multilingual resources, Davidson County Schools remains committed to ensuring that all families—regardless of language or background—are informed, engaged, and empowered to support their gifted learners.
* Ideas for Strengthening the Standard Build strong two-way communication with families through newsletters, parent conferences, emails, and AIG updates. Offer resources for parents to help them support their gifted child at home, including strategies for enrichment and social-emotional development. Invite parents to serve on AIG advisory committees to ensure family voices help guide program decisions. Collaborate with community partners (e.g., local colleges, libraries, businesses) to provide enrichment opportunities and mentorships for AIG students. Ensure AIG information is accessible by offering materials in multiple languages and formats to reach all families. Celebrate student achievements publicly through school websites, newsletters, and community events to strengthen pride and visibility. Encourage teacher-family collaboration to create personalized learning goals and enrichment plans that support students’ strengths and interests.
Planned Sources of Evidence

* * * *	Agendas from GET and GPAC meetings		
	Brochures		
	Parent Student Agreement form		
	Progress Reports		
Type		Documents	Document/Link
AIG Standard 5 Additional Resources		Document Template	N/A

Standard 6: Program Accountability	
Davidson County Schools (290) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>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.</i> * 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment. Davidson County Schools creates a plan every three years that outlines how we will support gifted students across all grade levels (K-12). This AIG (Academically or Intellectually Gifted) Plan is based on the state standards and is approved by our Board of Education. It includes the services and procedures we use to identify and support gifted learners in our district. The district gathered input from many voices for the 2025–2028 AIG Plan. We started with surveys for families, teachers, administrators, and students, then reviewed feedback from the state and data from our current programs. We also held focus groups with parents, high school AIG students, AIG-certified teachers, counselors, administrators, and specialists. The Gifted Program Advisory Council and our AIG specialists completed a formal self-assessment of our current services, helping us recognize what we’re doing well and where we can improve. From this process, we identified areas of strength and areas to grow. For example, we rated ourselves as Distinguished in identifying students for services, Accomplished in providing programming and support, and Proficient in our accountability measures. These insights helped shape our new plan. Once the 2025–2028 AIG Plan is finalized, a summary and complete draft will be shared with the Board of Education for approval. We will also create a strategic roadmap to guide our goals and actions each year. This roadmap will be developed with input from the Gifted Program Advisory Council and will help ensure the plan is carried out effectively in every school.
* 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. Davidson County Schools is committed to ensuring the AIG plan is carried out effectively and consistently across all schools. Our district carefully monitors how the plan is implemented, following state laws and policies to ensure all gifted students receive the necessary services and

support. A Fidelity Checklist has been developed to ensure we follow our AIG plan. The Gifted Education Team (GET) will complete the checklist at the school level. This document will be completed annually and turned in to the AIG Coordinator. Each year, the Gifted Program Advisory Council (GPAC) helps develop clear goals to guide the work of the AIG program. These goals are based on the practices outlined in the state’s AIG standards and are revisited yearly. Updates on progress are shared at GPAC meetings, and all meeting materials are posted publicly on the district website to keep families and the community informed. District leaders—including the Assistant Superintendent of Curriculum and Instruction, Directors of Elementary, Middle, and High School Education, and the AIG Coordinator—work together to review how services are being delivered regularly. This includes checking in with school administrators, AIG specialists, teachers, and families of identified students to ensure everyone is on the same page and following the AIG plan. This plan includes a fidelity checklist that all schools must complete. The AIG Coordinator will share the results at a Curriculum Leaders meeting. AIG Specialists also meet monthly as a professional learning community to share updates, solve challenges, and support each other. These meetings help ensure consistency and continuous improvement across the district. For the 2025–2028 plan cycle, the district will continue focusing on equity and excellence. Special attention will be given to better identifying and serving underrepresented populations. The Gifted Program Advisory Council (GPAC) will continue to review data, help set new goals every two years, and work closely with the AIG Coordinator to make sure the plan continues to meet the needs of our students. Feedback from families, teachers, and students will be key to making decisions and refining services.	* 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. Davidson County Schools is committed to using AIG funding wisely and fairly to support gifted education across all schools and grade levels. All state and local funds designated for AIG go directly toward improving services for gifted students and supporting the educators who work with them. As of Spring 2025, Davidson County Schools serve 2,183 AIG-identified students. The funding allocated for the AIG program has gradually increased over the current plan cycle: ▪ \$1,031,176.00 in 2022–2023 ▪ \$1,044,401.00 in 2023–2024
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- \$1,078,883.00 for 2024–2025

Approximately 91% of these funds are used to employ AIG personnel, including ten full-time specialists, two part-time specialists, a part-time AIG Coordinator, and a part-time administrative assistant. The remaining 9% is invested in materials and experiences that support AIG students directly, such as supplies, AIG Camp, professional learning, testing materials for identification, instructional tools, and AP materials.

Our AIG department works closely with the district’s Chief Financial Officer to ensure funds are correctly budgeted and aligned with state guidelines. Spending is reviewed regularly to ensure it supports the goals of the AIG plan and meets student needs.

Funding decisions are not made in isolation. The district team—including the Directors of Elementary, Middle, and High School Education, the AIG Program Coordinator, and the Assistant Superintendent for Curriculum and Instruction—reviews school needs, feedback from teachers and administrators, and results from parent and student surveys before finalizing budget priorities.

In addition to state funds, local support is also provided:

- \$2,392.62 in 2022–2023
- \$3,848.97 in 2023–2024
- \$3,196.24 in 2024–2025

These local funds are used strategically to meet specific yearly need.

*** 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.

Davidson County Schools regularly reviews data to help us understand how well our gifted students are progressing and where we can improve. We use multiple sources of information to track student growth, achievement, and participation in advanced courses. This includes annual EVAAS data and student assessment trends over time.

Each year, we review drop-out data for AIG students and share this information with school leaders and the AIG advisory council. In the 2023-2024 school year, six AIG-identified students dropped out. While some left due to attendance issues or transferred to adult high school programs, we continue working closely with schools to use early warning systems through MTSS to support students before they reach this point.

We also closely monitor whether gifted students take rigorous classes, such as Honors, Advanced Placement (AP), or Career & College Promise (CCP) courses. We made several changes after noticing that some AIG students in grades 9–10 were not enrolled in advanced classes.

Identification status was added to course registration cards, and teachers were asked to recommend these students for higher-level classes. If a student or family decides not to pursue advanced coursework, an opt-out form must be completed and signed. Intentional efforts during the 2022–2025 plan cycle—including communication through family nights, course advising, and email outreach—have helped encourage enrollment in advanced coursework. These efforts will continue in the 2025–2028 cycle. We will keep using DEP reviews to track high school course participation and use that information to guide conversations with students and families. Regarding academic achievement, math scores have shown steady improvement, with fourth-grade AIG students now meeting growth expectations. Science scores have remained strong across grade levels. However, reading scores have declined, especially in end-of-grade assessments. This information guides our instructional planning and additional teacher coaching where needed. Looking ahead, the district will continue to analyze student performance data by school, grade level, and subject to find areas needing support. The Director of Testing and Accountability works closely with the Curriculum Department, including the AIG Coordinator, to ensure we have all the appropriate data to better serve and grow our gifted students. We aim to use this data to inform instruction, provide timely interventions, and ensure every AIG student is challenged and supported. We will also offer coaching to teachers based on data patterns, helping them better meet the needs of gifted 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. Davidson County Schools is committed to ensuring that all students have equitable access to gifted education services regardless of background. We compile and review AIG representation data yearly and compare it with overall district demographics. This information is shared with our Gifted Program Advisory Council (GPAC), district leadership, and AIG specialists to monitor equity and guide improvements. For example, as of Spring 2025, 73% of our student population is Caucasian, and 82% of our identified AIG students fall into this group. Asian students represent 1.7% of the overall population but 2.3% of our AIG students. Black students comprise 5.3% of the student body and 1.8% of identified AIG students. Hispanic students make up 14.7% of the population, with 8.7% identified as AIG, and 5.1% of students identify as multi-racial, compared to 4.7% of AIG representation. These data points help us determine gaps and where intentional work is still needed. To support our goals of equity and excellence in the 2025–2028 AIG Plan, the AIG Coordinator will continue collecting, analyzing, and presenting annual data on the participation and performance of underrepresented student groups. This includes culturally and ethnically diverse students, students from economically disadvantaged backgrounds, multilingual learners (MLs), twice-exceptional students, and highly gifted students. The district uses this information to develop strategies that support the growth and identification of these students across all grade levels. For our Multilingual Learners (MLs), we are continuously working to recognize and nurture their potential. Currently, we serve 930 ML students, including 155 recent immigrants. In the first two years of U.S. schooling, these students are administered only the nonverbal portion of our
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apptitude test to reduce language barriers. We have recently adopted an online testing platform that offers Spanish language support. Once students exit ML services, they are reassessed using the full CogAT to ensure their aptitude is thoroughly evaluated. Economic disadvantage is also a critical lens in our equity work. Of our 18 elementary schools, 13 are Title I schools. In prior years, data showed that only 31% of AIG students attended Title I schools, while 69% came from non-Title I schools. We hired two part-time AIG specialists dedicated to Title I schools to close this gap. We updated our observation tools to better capture the strengths of economically disadvantaged and multilingual students. We also provided targeted professional development for K–2 teachers to help them recognize signs of giftedness that may be masked by poverty or language barriers. As a result of these efforts, Spring 2025 data shows a significant shift: now, 49.6% of AIG students are enrolled in Title I schools, nearly equal to the 50.3% in non-Title I schools. Retention of AIG students is not an issue in our district. Once students are identified as AIG, they retain that designation through high school graduation. While the services provided may change over time to better match student needs, the identification itself is never removed. As we look ahead, we will continue to monitor the representation of diverse student populations in our AIG program and their academic growth and engagement. Our district is primarily focused on making more intentional efforts to support the identification and services for twice-exceptional students and highly gifted learners, ensuring that every child’s potential is nurtured and supported through equitable access to rigorous and responsive gifted services.	* 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. Davidson County Schools understands the importance of having well-trained and qualified educators working with gifted learners. Our Human Resources Department maintains an up-to-date list of teachers with an AIG (Academically or Intellectually Gifted) add-on licensure. This list is reviewed and shared with the AIG department annually to ensure accurate records. Currently, our district has 143 educators with AIG licensure, serving students in various roles across our schools. The AIG Coordinator is responsible for verifying that any teacher whose salary is paid from the state’s AIG budget (Budget Code 34) holds a valid AIG license. This helps maintain compliance with state policies and ensures that AIG students are taught by educators with specialized training in gifted education. As part of our commitment to expanding access to AIG-specific training, the district developed a locally endorsed AIG course offered through an asynchronous Canvas platform. This course allows educators to learn about the characteristics and needs of gifted students, strategies for differentiation, and how to implement effective AIG services in the classroom. Since 2019, 152 Davidson County educators have completed this local endorsement. In addition, ten educators have passed the national AIG Praxis exam, although their licensure updates have not yet been completed through DPI.
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To keep school leaders informed, the AIG department maintains a comprehensive spreadsheet that includes teachers with full AIG licensure, those who have completed the local Canvas course, and those who have completed university coursework but have not yet updated their license. This spreadsheet is shared with building administrators and curriculum leaders to guide scheduling and support professional development decisions. To ensure high-quality instruction for AIG students, Davidson County Schools has established expectations for licensure or endorsement for all K-8 ELA and math teachers who serve as cluster teachers of record. This ensures that students are taught by educators who understand gifted learners' academic, intellectual, and social-emotional needs and are equipped with the tools to provide appropriate challenge and support.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. Davidson County Schools values the voices of its community and believes that strong programs grow from listening to those they serve. The district regularly seeks input from students, families, educators, and school leaders to evaluate the effectiveness of our AIG program and make improvements based on real experiences and insights. The Gifted Program Advisory Council (GPAC) plays a key role in this process. This group includes teachers, parents, administrators, and other community members who meet regularly throughout the school year. During each meeting, the council is presented with a topic related to one of the AIG Program Standards for review and feedback. In years when a new AIG plan must be submitted to the state, the GPAC reviews the draft and provides input before it is finalized and submitted to the Davidson County Board of Education and the North Carolina Department of Public Instruction (NCDPI). To gather broader feedback, the district also distributes surveys to a wide range of stakeholders using questions based on NCDPI's AIG Plan Development Resources. Surveys were administered during the 2024–2025 school year to gather updated input on program strengths and areas for growth. Elementary students completed surveys during class with support from AIG specialists. Secondary students received email links directly, while parent, administrator, and teacher surveys were shared through email invitations and posted on the district website for accessibility. Survey Participation in 2024–2025 ▪ Elementary Students: 271 ▪ Secondary Students: 245
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▪ AIG Certified/Endorsed Staff: 79

▪ Parents: 216

▪ Classroom Teachers: 31

▪ Elementary/ Middle School Administrators: 19

Key Takeaways from Survey Results

The survey results show that nearly all groups view the AIG program in Davidson County Schools positively. Administrators reported the highest level of satisfaction (4.45 out of 5), indicating strong alignment between district goals and program implementation. Secondary students also shared positive feedback (4.11), suggesting that older students feel their advanced academic needs are being met. Certified AIG staff expressed confidence in the program with an average score of 3.86, while parents provided an encouraging 3.51, appreciating the services offered to their children.

While generally supportive, classroom teachers provided the lowest average score (3.34), highlighting the importance of improving communication, training, and collaboration around gifted education practices. Responses from stakeholder groups offered valuable insights into program strengths and areas for growth.

These findings confirm that the AIG program is well-supported and positively received across stakeholder groups. They also reinforce the importance of continuing efforts in professional development, family engagement, equitable identification, and ongoing communication. Feedback from the GPAC and survey data will continue to guide improvements, ensuring that our AIG program grows with the needs of our students, families, and staff.

*** Practice H**

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

Davidson County Schools is committed to maintaining an open and transparent approach to evaluating and improving our AIG program. We believe that success in gifted education is built on collaboration and clear communication with families, educators, students, and the broader

community. To support this, we use a variety of strategies to share information about the effectiveness and impact of our AIG services.

Program evaluation data—including student representation, achievement trends, stakeholder feedback, and service outcomes—is compiled and reviewed regularly. This information is then shared with key stakeholders through several avenues to ensure accessibility and understanding.

- Board of Education presentations provide district leaders and the public with regular updates on AIG performance, goals, and progress toward equity and access.
- School administrators receive evaluation results and subgroup data during leadership and curriculum meetings. They can use this information to improve implementation and support at the school level.
- District accountability reports include AIG subgroup performance data, ensuring alignment with broader student performance reporting.

These strategies ensure that stakeholders are informed and empowered to engage in the ongoing development of the AIG program. By providing regular updates and being transparent about outcomes, Davidson County Schools fosters a culture of shared responsibility, continual improvement, and community trust in gifted education.

*** Practice I**

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.

Davidson County Schools is committed to protecting the rights of parents and guardians throughout the AIG process. Open communication, clear procedures, and family involvement are essential to student success in gifted education. Families have the right to be informed of any actions related to their child's eligibility, program services, and any significant placement or service level changes. Information is always made available in the family's native language when needed.

Informed Consent for Identification and Placement

Parents are asked to sign an Eligibility Form before a student can be screened or reassessed for the AIG program. This form includes a written summary of parent rights. If the student is formally identified as AIG, a Placement Record is completed and reviewed with the parent. Parents must sign this form to consent to official AIG placement and to begin receiving services.

Reassessment Procedures

Initial identification begins in second grade with the Cognitive Abilities Test (CogAT) administration. In third grade, EOG achievement data supports further AIG placement decisions. If a student does not qualify in third grade but later demonstrates academic growth—such as scoring in the 85th percentile or above on state tests—reassessment may occur in later grades. Students are retested using the CogAT or ITBS.

Transfers from Other School Districts

When a student identified as AIG transfers into Davidson County from another district, the school's data manager notifies the AIG specialist. The specialist reviews the student's prior records to determine if they meet our district's AIG eligibility criteria. If so, the parent is contacted, and the student is placed into the AIG program. The family receives and signs a copy of the Placement Record and the Differentiated Education Plan (DEP). If the previous data does not fully align with our criteria, a school-based Gifted Education Team reviews the records and recommends an appropriate service level. Students are not "de-gifted"—instead, service levels may be adjusted to fit their current academic needs. Parents will be notified of the service change.

Resolving Disagreements

Davidson County Schools value open dialogue with families. If there is a disagreement about a student's identification or service plan, the following steps are in place to resolve concerns:

1. Parents should discuss concerns with the AIG specialist and/or classroom teacher.
2. If needed, the parent may request a meeting with the school-level Gifted Education Team, submitting concerns in writing.
3. If no agreement is reached, the parent may request an appeal to the District Gifted Education Team.
4. If unresolved at the district level, the parent may appeal to the Assistant Superintendent of Curriculum.

5. A final appeal can be made in writing to the Superintendent of Davidson County Schools if necessary.

6. After all local steps are taken, families may seek mediation or file for a hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. The decision from the administrative law judge is final. Attorney’s fees are not awarded even if the parent prevails.

All disagreement procedures and essential documents are provided in the family’s native language upon request to ensure complete understanding and access.

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*** Ideas for Strengthening the Standard**

Regularly review student growth and achievement data to ensure the AIG program effectively meets student needs.

To guide improvements, collect feedback from parents, students, and teachers through surveys, and focus groups.

Share program updates and outcomes with families and the community in a transparent, easy-to-understand way.

Use multiple measures (not just test scores) to evaluate program effectiveness, including student portfolios, participation rates, and engagement.

Monitor equity and access across schools to ensure all qualified students, regardless of background, are being served.

Create clear goals for AIG services and check progress regularly to stay on track.

Adjust programming based on what the data shows, so student needs remain at the center of decisions.

Planned Sources of Evidence

* Eligibility Form

* Fidelity Checklist

* Placement Record		
* Parent Rights		
* Teacher Observation Tool		
Type	Documents	Document/Link
AIG Standard 6 Additional Resources	Document Template	
	N/A	

Davidson County Schools (290) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/05/2025 

AIG Related Documents

Davidson County Schools (290) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required 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>	 <u>Local Board</u>

Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

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Phrase	
Definition	