

## Mission/Vision Statement and Funding

### Davie County Schools (300) 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. 115C:150.5).

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)

**DCS Vision:** Davie County Schools will be a safe, innovative learning environment where each individual is valued, respected, and challenged. An engaging staff and community will ensure that all students learn, grow, create, and discover their talents through experiences that prepare them for success.

**DCS Mission:** We engage, equip, and empower ALL learners.

**DCS AIG Vision:** Davie County Schools AIG Program envisions learning environments where advanced learners are challenged and inspired through rigorous, purposeful instruction and authentic inquiry. We strive to nurture creativity, spark curiosity, and empower students to take ownership of their learning as they explore the world around them, pursue meaningful challenges, and grow into innovative thinkers and problem-solvers.

**DCS AIG Mission:** Davie County Schools AIG Program will foster passionate thinkers who are creative, curious, and chase challenges.

The 2025 - 2028 DCS AIG Program Goals (to be created Fall 2025) will align with the newly revised mission and vision and will support the goals of the districts Strategic Plan - achieve a 90% graduation rate and meet or exceed growth at all schools. Currently, the program's overarching goals are to provide all AIG students with engaging and challenging experiences to develop their potential, prepare them for college and careers, and maximize their future opportunities.

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

State Funding	Local Funding	Grant Funding	Other Funding

* \$ 366,212.00	* \$ 37,195.00	* \$ 6,000.00	* \$ 0.00
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## Standard 1: Student Identification

### Davie County Schools (300) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

#### **Standard 1: Student Identification**

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

##### **\* Practice A**

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

Davie County Schools uses a district-wide screening and referral process that allows students to demonstrate their strengths and potential for advanced learning and provides multiple opportunities for them to do so. This process is implemented consistently across grade levels and schools and is designed to ensure that no single factor limits a student's opportunity to be identified for AIG services.

##### **Gifted Services Teams (GST)**

Every elementary and middle school in the district has a Gifted Services Team (GST) composed of a school administrator, classroom teachers, the school counselor, and led by the school's AIG specialist and/or grade level representatives. At the high school level, a GST, facilitated by the District AIG Coordinator and Lead AIG Specialist, and including high school representatives (assigned school counselor, a school administrator, and classroom teachers, etc.), reviews student data and referrals. The district level GST consists of the District AIG Coordinator, the District AIG Team, and may include the MTSS Coordinator. These collaborative teams review student profiles, make identification decisions, and determine the most appropriate services based on student needs.

##### **Screening and Referral by Grade Span**

##### **Kindergarten through 3rd Grade Nurturing**

Students in K-3 are typically not formally identified for AIG services. Instead, the focus is on nurturing potential through flexible grouping and differentiated instruction. Referrals for nurturing are based on multiple criteria, including teacher observations and classroom performance. Teachers use quantitative data such as DIBELS 8, mClass, iReady (reading), and iReady (math), along with qualitative data that includes observations and student work samples, to start a referral for nurturing. Not one single criterion provides enough information to identify candidates in kindergarten through third grade. Students should demonstrate consistent performance one or more years above grade level, and students meeting criteria for early entrance to kindergarten are automatically reviewed.

Nurturing groups change throughout the year as students are continually evaluated. Referrals are documented using the DCS Teacher Referral and Nurturing Criteria for K-3 form. This early-stage approach ensures that high-potential students are nurtured through talent development strategies, even before formal identification.

##### **2nd Grade**

All students are universally screened at the end of second grade using the CogAT. The CogAT is a cognitive abilities test that assesses a student's aptitude or potential for learning. Testing is completed online and testing coordinators are trained before administration. Testing procedures, created and revised by the District AIG Coordinator and the Director of Accountability and Student Information, are consistently used across the district.

With one exception, all subtests within the batteries of the CogAT use pictures with language only used in the directions. Directions can be read aloud, or students can work at their own pace using the audio feature. This reduces the effect of language development on the result, making for a bilingual/EL-friendly test while still giving a verbal, quantitative, and nonverbal score. This form of the test has been equated to the form that has been in use across the district, and the scores from the different versions are comparable.

### **3rd Grade**

Formal identification occurs at the end of the 3rd grade. Multiple pieces of quantitative and qualitative data are used in the DCS Identification process.

- Quantitative data: EOG scores, i-Ready, classroom grades, and CogAT scores
- Qualitative data: Teacher referral, classroom observations

AIG specialists review the data and work with the Gifted Services Team (GST) to determine identification.

### **3rd - 8th Grade**

Identification may happen later than the end of the 3rd grade. Students in 3rd through 8th grade are screened using an appropriate form of the CogAT if they are new to the district and/or are missing CogAT scores. ESL (English as a Second Language) students who meet the criteria established by the district's ESL program are administered the alternative test for CogAT, the Naglieri Nonverbal Ability Test (NNAT). Even though all students are considered each year, screening pools are created based on teacher referrals, classroom performance, and EOG/EOC data. Testing occurs twice a year, once near the beginning of the school year and again after the first semester. The AIG specialist reviews the CogAT scores and organizes a list of students whose complete profiles should be reviewed by the GST to determine identification and needed AIG services.

Referrals can be initiated by teachers or through data review by the AIG Specialist. Each referral is documented using the DCS Referral and Screening Form (Grades 3–8). As soon as NC End-of-Grade Test scores in Reading and Math are available, the AIG Specialist and/or grade level representatives for a given school reviews EOG scores for all students annually. Those EOG scores, along with CogAT scores, may lead to a GST review of students for identification and placement. If a student is identified in either math or reading and scores at a superior level (level 5) on an EOG in the content in which they are not identified, the AIG specialist and GST would determine if a change in identification is necessary.

This process ensures that students are not overlooked due to reliance on a single measure, and it reflects a commitment to identifying gifted learners from a variety of backgrounds and learner profiles.

### **9th - 12th Grade**

Most students entering high school have already been identified for AIG services, but students will be considered each year based on multiple points of quantitative and qualitative data. High school students, with the support of school counselors, self-select into advanced coursework such as Honors, AP, and dual enrollment courses based on their interests, goals, and strengths. A GST consisting of the district AIG coordinator, the lead AIG specialist, the MTSS coordinator, and high school representatives will review data such as End of Course (EOC) scores, Pre ACT / ACT scores, participation in Credit by Demonstrated Mastery, Advanced Placement prediction scores, classroom grades, GPA, etc. During the new plan cycle, these scores will be reviewed, specific data points chosen, and identification thresholds established.

Teachers, parents/guardians, or students may initiate a referral for formal AIG identification. Parents/guardians and students may contact the District AIG Coordinator and/or the Lead AIG Specialist to request the start of the review process. Teachers will complete the referral form. Each referral is documented using the DCS Referral and Screening Form (Grades 9–12).

This flexible approach at the high school level ensures that students have access to challenging learning opportunities while still allowing for new identifications if appropriate.

The district's multi-tiered screening and referral process allows all students to have multiple chances to demonstrate gifted potential. A variety of qualitative and quantitative data is used to build a comprehensive learner profile. Screening is conducted across the K–12 continuum, with referrals accepted at any point when a need for advanced services is identified.

Through this comprehensive approach, Davie County Schools ensures that gifted services are available to students who need them, based not just on test scores, but on a broader understanding of student potential and achievement.

**\* 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.

Davie County Schools uses a clear and consistent identification process for academically and intellectually gifted (AIG) students. This process is based on multiple criteria, ensuring that a variety of data points—both quantitative and qualitative—are used to build a complete picture of a student's strengths, potential, and academic needs.

Identification is not based on a single test or recommendation, but instead incorporates evidence from a range of assessments, classroom performance, and professional judgment.

Students in Davie County may be formally identified as:

- Academically Intellectually Gifted (AIG)
- Academically Gifted in both Reading and Math (AG)
- Academically Gifted in Reading (AR)
- Academically Gifted in Math (AM)
- Intellectually Gifted (IG)

The process begins with a referral (from teachers, parents, or data reviews) and is followed by a comprehensive review by the Gifted Services Team (GST) at each school. Students are eligible for referral in grades K-12, with formal identifications typically occurring between late 3rd and early 4th grade.

Each student's profile is evaluated based on the following four components:

1. Aptitude – Scores from standardized cognitive assessments like the CogAT
2. Achievement – Performance on tests such as EOEs or nationally normed benchmarks
3. Teacher Recommendations – Based on observed classroom behaviors and academic potential
4. Classroom Performance – Report card grades and work samples reflecting advanced performance

Students formally identified as AIG, AG, AR, or AM must reach a minimum indicator of 180 from the combined components of the multiple criteria for identification listed below.

- Aptitude Assessment Percentile (0-100 points)
- Achievement Test Score Percentile (0-100 points)
- Teacher Recommendations (0-5 points based upon strength of recommendations)
- Classroom Performance (0-5 points based upon grade percentage)

Students who meet or exceed the 180-point threshold are considered for formal AIG identification.

If a student has a composite score at or above the 98th percentile on an aptitude test AND also meets the 180 indicator requirement (demonstrating giftedness through classroom performance), the student is identified as Academically and Intellectually Gifted (AIG). Students who reach the 180 indicator in reading and math but do not have a composite score of 98 percentile or higher on an aptitude test (CogAT) are Academically Gifted (AG). Students who meet the 180 indicator in reading or math but do not have a composite score of

98th percentile or higher on an aptitude test (CogAT) are Academically Gifted in Reading (AR) or Academically Gifted in Math (AM), respectively. A composite score of 98 percentile or higher on an aptitude test (CogAT) indicates intellectual giftedness (IG), even if the classroom performance is not yet aligned.

If a student is borderline or demonstrates discrepancies (e.g., high aptitude but lower achievement), the GST may consider:

- Aptitude subtest scores (verbal, nonverbal, quantitative)
- Observational data from the AIG specialist
- Additional testing, including nonverbal assessments (e.g., NNAT, TONI-4)
- Review by the school psychologist, when needed

If there is a significant discrepancy between a student's achievement and aptitude scores, the Gifted Services Team may use alternative measures, including (but not limited to) non-verbal aptitude tests or additional nationally-normed achievement measures (such as the Test of Nonverbal Intelligence TONI-4) to aid the decision-making process for identification and services.

This flexibility allows the district to identify students from diverse backgrounds, including English Learners, and to account for twice-exceptional learners or students with nontraditional academic profiles.

Identification may occur after the 4th grade. The process and criteria apply to grades 4-8. Each student is looked at every year. Referrals start the process. Screening pools will help to identify groups of students who require more data for review. Multiple points of grade-appropriate data will be used by the team to screen and identify high school students.

As mentioned previously, most students entering high school have already been identified for AIG services. A GST consisting of the District AIG Coordinator, the Lead AIG Specialist, the MTSS Coordinator, and high school representatives will review multiple points of grade-appropriate data that will be used by the team to screen and identify high school students. Data may include End of Course (EOC) scores, Pre ACT / ACT scores, participation in Credit by Demonstrated Mastery, Advanced Placement prediction scores, classroom grades, GPA, etc. During the new plan cycle, these scores will be reviewed, specific data points chosen, and identification thresholds established for each identification.

While most formal identification occurs in grade 4, the district has a process for early identification in exceptional cases. When a student performs at least three years above grade level. In those rare cases, the GST may consider:

- Psychological evaluation that includes off-level testing and assessment of social/personal development
- Achievement
  - 98-99 percentile based on state norms
    - Classroom performance at "A" level
- Aptitude - WISC-V 97 percentile full scale score, based on national norms
- Recommendations - from classroom teacher, AIG specialist, principal, school psychologist, guidance counselor
- Anecdotal information
- Student interest and motivation

Students may also be considered for cross-grade grouping or grade acceleration based on these findings.

Students transferring into Davie County from other gifted programs are reviewed using the district's identification rubric and existing data. The correct identification and placement are important to students' success. If a student was identified in another district, but does not meet the criteria used in this district, the student will maintain their initial identification and be

served as a candidate until data indicates a need to update the identification and/or reevaluate services.

Parents/guardians may submit independent evaluations conducted by private psychologists, provided they follow the established DCS Procedures for Independent Evaluations. These procedures outline approved assessments and reporting guidelines to ensure validity and consistency.

The identification process is districtwide and standardized, and procedures have been revised to promote consistency across all schools. Every effort is made to eliminate barriers to access and ensure every student who shows potential for gifted services is considered, regardless of background or learning profile.

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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.

Davie County Schools is committed to ensuring that every student, regardless of race, ethnicity, language background, or socioeconomic status, has equitable access to gifted education services. The district recognizes that giftedness exists in all student groups and that underrepresentation in AIG identification must be actively addressed through thoughtful policies, data analysis, and inclusive practices.

To monitor representation in gifted education, the district conducts an annual demographic analysis of the AIG program. This review is:

- Led by the District AIG Coordinator and MTSS Coordinator
- Shared with the AIG Advisory
- Used to inform practice and policy adjustments

To reduce barriers and identify talent across all student groups, Davie County Schools employs a variety of intentional practices, including:

- Universal screening with the Cognitive Abilities Test (CogAT) Form 8 for all students in 2nd grade
- Annual review of End-of-Grade (EOG) scores for all students in grades 3–8
- Use of alternative assessments, such as the TONI-4 and Naglieri Nonverbal Ability Test (NNAT), to evaluate students in grades 3–8 with language barriers or other exceptional circumstances
- Consideration of multiple data sources, including:
  - Teacher referrals and observations
  - Classroom performance and work samples
  - AIG specialist insights

- Gifted Behavior Scales and qualitative indicators

As the schedule allows for more responsive support, the Lead AIG Specialist will be assigned to schools with smaller populations of identified students. The focus will be on building talent through nurturing, frontloading, and building background.

These strategies help ensure that students who may not score highly on traditional standardized tests, especially those from culturally or linguistically diverse backgrounds, can still be recognized for their potential and supported through gifted services.

The District MTSS Coordinator will work closely with the District AIG team to gather and analyze data. The District MTSS coordinator also serves as a liaison to special populations. These populations include Academically - Intellectually Gifted (AIG), English as a Second Language (ESL), and Exceptional Children (EC). The role will allow for more facilitated conversations and a closer working relationship between the coordinators and teams that support these students.

The District AIG Team, along with the District MTSS Coordinator, will be working more closely with the ESL department to:

- Encourage ESL teachers and assistants to refer high-performing English learners for AIG consideration using established look-fors and strengths
- Improve communication with families about the AIG program
- Identify students who demonstrate exceptional language acquisition or advanced thinking in their native language

The District AIG Team, along with the District MTSS Coordinator, will be working more closely with the EC department to:

- Encourage EC teachers and assistants to refer EC students for AIG consideration using established look-fors and strengths
- Improve communication with families about the AIG program
- Collaborate with EC teachers to develop other methods of identification that consider the possible interactions of student exceptionalities

Additionally, Davie County has and will continue to invest in professional development to better support diverse learners by providing training and reinforcing effective research-based practices to increase teacher effectiveness in working with multilingual and exceptional students and to recognize gifted behaviors that may present differently.

#### Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	34.48%	---	<5%	---	11.20%	---	18.90%
<b>Male</b>	---	<5%	5.11%	---	18.18%	---	19.26%
<b>Total</b>	29.03%	<5%	<5%	---	14.79%	---	19.09%

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

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**\* Practice D**  
Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

Davie County Schools is committed to maintaining a consistent, equitable, and reliable identification process for academically and intellectually gifted (AIG) students. Thanks to the district's manageable size, a dedicated team of AIG specialists, and collaborative Gifted Services Teams (G3Ts), the identification process is consistently used across all schools and grade levels.

AIG specialists in Davie County work closely together to ensure alignment with the district's AIG plan and maintain consistency in how students are referred, screened, and identified. This collaboration is strengthened by:

- Shared electronic tools and forms, including standardized spreadsheets with multiple criteria and RTI Stored
- Ongoing communication with the District AIG Coordinator
- Regular meetings and collaborative problem-solving among specialists
- Transition meetings across grade spans (e.g., elementary to middle school) to support smooth student handoffs and continuity of services
- Transition meetings across grade spans (e.g., elementary to middle school) to support smooth student handoffs and continuity of services

This professional community of practice ensures that students are considered for AIG services using consistent processes, language, and expectations, no matter which school they attend.

RTI Stored will be used to support identification and the monitoring and evaluation of the local AIG program. As a centralized data collection platform, RTI Stored collects and stores multiple data sources, including academic screeners, student grades, attendance, behavior, social-emotional data, and intervention records. This centralized system ensures consistency in tracking student progress across schools, making it easier to evaluate the effectiveness of AIG services and monitor the screening, referral, and identification process over time.

To support fair and accurate decision-making, all testing procedures related to AIG identification are centrally coordinated and follow a standardized protocol:

- The Cognitive Abilities Test (CogAT) is administered universally to all 2nd graders, and End-of-Grade (EOG) assessments are used to measure student achievement in grades 3–8.
- The Director of Accountability and Student Information trains each school's testing coordinator (typically an assistant principal), who in turn trains staff on proper test administration.
- All test administrators receive instruction on and affirm adherence to the state and district testing Code of Ethics to maintain integrity and fidelity.
- Student test data is shared with both AIG specialists and the Gifted Services Team at each school, ensuring that multiple professionals examine the full profile of every potential AIG student.

Every AIG specialist uses a districtwide student folder system and a set of common forms to document each step in the identification process. This includes:

- DCS AIG Identification Procedures
- Records of CogAT and EOG scores
- Teacher referrals and classroom performance data
- Notes on any alternative assessments or observations conducted by the AIG specialist

The district maintains a consistent threshold of 180 points across multiple criteria for formal AIG identification. This ensures that all students are evaluated using the same standards, regardless of their school or the individual GST members involved. AIG specialists will provide training at staff meetings on identification and the referral process to make sure that teachers are aware of the process and have an understanding of the criteria used.

When questions or unique situations arise at the school level, AIG specialists bring those concerns to the district-level team. Together, they review the case, compare it with similar situations, and reach decisions that uphold district guidelines while honoring student needs. This practice promotes transparency, reduces inconsistencies, and ensures that all schools are applying the AIG identification process with fidelity and fairness. As new AIG specialists join the team, an onboarding will be held to review key pieces of the plan and processes and procedures.

By prioritizing cross-school collaboration, centralized testing oversight, and district-aligned decision-making tools, Davie County Schools ensures that the AIG identification process is equitable, reliable, and responsive to the needs of gifted learners across the entire district.

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

Davie County Schools prioritizes clear, consistent, and accessible communication about the AIG Plan and its procedures for screening, referral, and identification. The goal is to ensure that families, staff, and community members understand how gifted services are provided and how students are identified for those services.

The AIG Plan and related processes are communicated through a variety of electronic, written, and verbal formats, making the information available to a wide audience:

#### Districtwide Communication

- The local AIG Plan is:
  - Developed collaboratively by the District AIG Coordinator and AIG Specialists, with input from the AIG Advisory
  - Distributed and/or electronically available to all schools
  - Discussed at principal and assistant principal meetings
  - Posted on the district website and in the Resource HUB, including links to all supporting documents and forms in an easy-to-navigate appendix
  - A user-friendly AIG brochure—created specifically for families and staff—summarizes the identification process, available services, and key contact information
  - A translated version of the AIG Plan and all related documents is available upon request, and a version in Spanish will also be available online

#### School-Level Communication

Each school's AIG specialist and Gifted Services Team (GST) lead communication efforts with staff and families. Strategies include:

- Staff communications via faculty meetings, emails, and personal conversations to explain referral and identification procedures
- Testing notifications and schedules shared in advance through formal letters
- Parent/guardian communication, including:
  - Letters mailed or sent home with students
  - Annual AIG parent meetings featuring presentations and handouts
  - Participation in events such as PTA/PTO meetings, Open House, Curriculum Nights, and a special Rising 9th Grade AIG Information Session
  - Ongoing updates via school and district websites
  - One-on-one conversations, phone calls, and emails with families and stakeholders

To foster open dialogue and continuously strengthen AIG services, Davie County Schools:

- Conducts annual surveys for families, students, and staff to gather feedback on AIG programming
- Provides an online suggestion box on the district AIG webpage, allowing students, families, staff, and community members to submit anonymous (or named) suggestions, concerns, or ideas

Whether a student is being referred for services, a family is learning about gifted programming for the first time, or a teacher is reviewing procedures, the information should be clear and understandable, easily accessible online and in print, available in multiple languages when requested, and consistently aligned across all schools in the district.

#### \* Practice F

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

Davie County Schools takes great care to ensure that each identified academically or intellectually gifted (AIG) student has a confidential, well-maintained file documenting their identification process, service plan, and progress over time. These records are essential for maintaining consistency, supporting smooth transitions between grade spans, and ensuring that students receive the services best suited to their needs.

Every AIG student has an individual file managed by the school's AIG specialist. These files include:

- The student's identification records, such as screening data and the DCS AIG Identification Procedures
- The DCS AIG Placement Record, documenting how the student met the identification criteria
- Copies of all parent/guardian communication, including referral and placement letters
- The student's Differentiated Education Plan (DEP), outlining the specific services the student will receive

All files are treated as confidential and are handled according to district procedures to ensure student privacy and compliance with state and local guidelines. All AIG program documentation is kept for up to seven years after the student graduates.

A DEP is created for every identified AIG student. It outlines the level of service, delivery model, and area(s) of identification (Reading, Math, or both). DEPs are reviewed and signed by a parent/guardian annually.

At the elementary level, the AIG specialist initiates and manages the student file. Once a student is identified or becomes a candidate for services, parents/guardians receive a DCS Parent/Guardian Meeting Invitation inviting them to a meeting to discuss next steps. The AIG specialist completes the elementary DEP, which is reviewed with parents/guardians at the beginning of each school year. At the end of each school year, elementary AIG specialists meet with middle school specialists to share data and transition files for rising 6th-grade AIG students.

Middle school AIG specialists receive files from elementary schools and continue services without interruption. The middle school DEP is completed, signed by an AIG licensed specialist, and shared with families annually at the beginning of the school year. Middle school AIG specialists and/or AIG grade-level representatives notify parents of identification decisions and service plans, meet with families annually to explain and review placement and services, update student files, and coordinate with the high school AIG liaison for transitions.

Middle school AIG specialists and/or teams transfer records to the lead AIG specialist at the high school, who serves as a liaison for both the traditional high school and early college. A high school DEP is added to the student's file. Rising 9th-grade AIG students and their families are invited to Explore Davie, a curriculum night held at the traditional high school, where they receive information on course offerings, clubs, extracurriculars, and AIG services. The AIG Coordinator, high school AIG liaison, and other high school representatives provide

support and guidance for students and families on registering for classes. All of the information presented and shared can be found on the DCS AIG webpage. Each AIG student is assigned a school counselor who meets with them annually to develop an individualized academic plan based on their needs, interests, and postsecondary goals. As freshmen, students meet with a counselor who is assigned to the Freshmen Academy. In later grades, students are divided by alphabetically among counselors.

At the high school level, services become more student-driven, with AIG learners self-selecting into Honors, Advanced Placement (AP), and dual enrollment courses that align with their aspirations. The counseling and AIG teams work together to help students make informed choices and continue receiving appropriate support. High school DEPs will be kept with student records. If changes are made to the DEP, the AIG coordinator or lead AIG specialist will communicate with the parent/guardian and student.

This system of consistent documentation and structured handoffs across grade spans ensures that AIG students experience a smooth transition from one school level to the next, continue receiving appropriately challenging services throughout their academic career, and have a team of educators and counselors who are informed and aligned in supporting their growth.

**\* 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.

Davie County Schools ensures that every academically and intellectually gifted student receives appropriately challenging educational services through an annually updated Differentiated Education Plan (DEP). The DEP outlines the student's areas of identification, recommended service options, and the learning environments that best meet their individual needs.

A DEP is a formal document that specifies the type and level of AIG services a student will receive, the modifications to the learning environment to support advanced learning, and opportunities for academic challenge in the areas of identification (Reading, Math, or both). Each AIG-identified student has a DEP specific to their current grade span. A parent/guardian signature, confirming agreement and shared understanding of the plan.

Each year, the school-based AIG specialist meets with the Gifted Services Team (GST) to review and update each student's DEP. Families are actively involved through annual DEP meetings where specialists explain service options and gather input, group information sessions with time for individual questions and discussions, and one-on-one meetings as requested by parents/guardians. This process ensures that services remain aligned with each student's evolving strengths, needs, and interests.

The district places special emphasis on the transition from middle to high school, recognizing the importance of long-term planning for gifted learners. Middle school AIG specialists and grade level representatives work closely with students, families, and counselors to assist with high school course registration and to ensure the high school DEP reflects students' academic goals and areas of identification.

The District AIG Coordinator, Lead AIG Specialist, any AIG specialists that can attend, and high school representatives host a Rising 9th Grade AIG Transition Meeting, which is held just before Davie High School's curriculum night, also known as Explore Davie, at the high school. At this event, students and families receive guidance from high school AIG staff, school counselors, and teachers of Honors, AP, and advanced-level courses. Information is presented at a large meeting for all attendees. Afterward, the District AIG Team holds smaller information and Q&A sessions for students and families. Both the presentation and scheduling guidance is available on the district AIG webpage. This early engagement helps families understand high school expectations and empowers students to make informed choices about their educational path.

Once in high school, AIG students collaborate with their assigned counselor to develop a personalized four-year academic plan based on their strengths and areas of gifted identification, their course preferences and graduation requirements, and their college and career aspirations. Each counselor loops with the same students from 9th through 12th Grade, meeting with them at least annually to review course selections, support scholarship applications and college admissions, and ensure schedule alignment with long-term goals. The AIG Coordinator and Lead AIG Specialist update DEPs as needed.

Through this structured DEP process and personalized planning, the district ensures that gifted students receive continuous, student-centered support across all grade levels, as gifted education should grow with the learner.

**\* Ideas for Strengthening the Standard**

- Monitor and review the AIG headcount (and breakdown by gender, ethnicity, school location, etc.) to determine if adjustments should be made to the 180 benchmark for identification
- Collaborate with and provide support for ESL, EC, and regular classroom teachers when observing gifted behaviors and how to better identify (and nurture) giftedness
- Develop and revise processes and procedures as needed to improve consistency and maintain fidelity of implementation
- Evaluate adjustments to screening in grades 3-8 and identification in grades 9-12

### Planned Sources of Evidence

- \* Processes and procedures
- \* Documentation from Gifted Services Team meetings
- \* Testing training materials and results
- \* Parent letters, including testing notification and individual reports
- \* District AIG webpage
- \* DCS Resource HUB
- \* Student folders and documentation
- \* DEPs
- \* Agendas from presentations (parent/guardian meetings, BOE meetings, staff meetings, AIG Advisory meetings)

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		<a href="#"> DCS AIG Glossary</a> <a href="#"> DCS AIG Appendix</a>

Standard 2: Comprehensive Programming within a Total School Community

## Davie County Schools (300) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

*The LEA provides a K-12 A/G 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 A/G program with comprehensive services that address the academic and intellectual needs of A/G 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 A/G identification.

Davie County Schools offers a comprehensive continuum of gifted education services designed to meet the academic and intellectual needs of students in grades K-12. Services are aligned with each student's area(s) of identification—reading/English Language Arts (ELA) and/or math—and are tailored to provide enrichment, acceleration, and differentiated learning experiences.

Programs and service delivery models vary by grade span and are intentionally designed to provide both challenge and support appropriate to each student's readiness level, interests, and long-term goals.

#### [Elementary School Services \(Grades K-5\)](#)

#### **K-3 Nurturing Services**

In the early grades, students showing potential for giftedness participate in nurturing and talent development opportunities before formal identification.

Key service options include:

- Cluster Grouping: Groups of 4–8 high-ability students are placed in the same classroom to ensure appropriate peer interaction and differentiated instruction.
- Flexible Grouping: Students are grouped and regrouped by ability for reading and math instruction based on ongoing assessment.
- Consultation & Collaboration: A/G specialists partner with classroom teachers to provide differentiated materials and strategies.
- Pull-out Enrichment: Identified or high-potential students receive targeted instruction from the A/G specialist for at least 60 minutes per week, focusing on enrichment, problem-solving, and critical thinking.
- Enhancement Opportunities: All students participate in music, visual arts, physical education, and media activities, which provide additional outlets for creativity and exploration.

#### **Grades 4-5 Gifted Services**

Once students are formally identified (typically by Grade 4) as AM, AR, AG, and A/G, they receive services in alignment with their DEP and area(s) of strength.

Service options include:

- Cluster Grouping (4-8) of identified students within classrooms for intellectual challenge and peer interaction
- Flexible Grouping across grade levels for subject-specific acceleration or enrichment
- Push-in or Pull-out Services from the AIG specialist for deeper exploration or curriculum extension (at least 90 minutes per week in the identified area)
- Project-based learning, thematic units, and curriculum compacting as instructional strategies
- Participation in enrichment programs like Battle of the Books, novel studies, and STEM challenges

Students identified as IG will be served in both ELA and math. Student performance would be closely monitored. Using data collected during the time of service, a change in identification may be necessary. For continued services, classroom grades and nationally normed assessments would be considered. Students should maintain a B or above in class and score in the 80th percentile.

Students may also apply to enrichment opportunities such as Camp Discovery, local summer programs, or NCSSM summer programs. The district AIG team maintains a list of available opportunities to be shared with students and families.

Options for instruction and modifications are detailed in the elementary DEP.

#### **Middle School Services (Grades 6-8)**

Each middle school may have a dedicated AIG specialist who teaches advanced math or advanced ELA or a team of teachers that supports service delivery across the school. The team of teachers consists of an advanced math or ELA teacher representing each grade level 6-8.

Service options include:

- Advanced classes in ELA and Math for identified and high-achieving students, offering acceleration and greater depth
- Consultation & collaboration between AIG specialists and content-area teachers to enrich learning
- Encore classes and enrichment periods, allowing exploration in Career & Technical Education (CTE), visual/performing arts, and more
- Individualized DEP outlining service delivery, modifications, and support strategies

Students also receive transition support for high school planning and may apply for summer opportunities like NCSSM (North Carolina School of Science and Math) programs and district camp opportunities. The district AIG team maintains a list of available opportunities to be shared with students and families.

#### **High School Services (Grades 9-12)**

At the high school level, gifted services are provided through self-selected advanced coursework and individualized planning.

Key service options include:

- Honors courses in core and elective subjects, designed for depth, complexity, and critical thinking, and taught by teachers who have completed the Honors coursework requirement
- Advanced Placement (AP) Courses taught face-to-face by College Board-trained staff

- NC Virtual Public School (NCVPS) options for online AP and honors-level coursework
- Dual Enrollment through Career & College Promise (CCP), allowing students to earn both high school and college credit
- Elective pathways in CTE and the visual/performing arts, many with honors and advanced-level options
- Credit by Demonstrated Mastery (CDM) for students to earn credit by proving mastery without seat time

Students also receive individualized advising. Students work closely with a school counselor throughout high school to develop a four-year academic plan aligned with their goals.

The traditional high school is moving from a STEM Center to a full STEAM high school. The practices in place are aligned with the principles and key elements found in the NC STEM School Progress rubric for school improvement. STEM schools focus on providing opportunities for students, providing innovative classroom environments, establishing supportive school structures for students and staff, fostering a strong school culture, and building a strong network of community connections. Teachers are trained, or will be trained, in STEAM instructional practices to be used throughout every classroom in every content area. Rising 9th graders enter into the Freshman Academy, where staff help students to acclimate to high school, engage with all departments (ELA, math, social studies, science, CTE, arts), and develop durable skills. As students continue into their sophomore year, they focus on their areas of interest, continue to develop durable skills, and explore content areas. By junior year, students specialize in an area of interest, a distinction pathway. As seniors, students engage and lead in their chosen area of distinction. Each distinction area, Arts, Career, Global Studies, and STEM, has three components that students must achieve. Each area has specific elective credits, experiences such as STEAMinars or enrichment trips, and each requires service hours. Students may choose one pathway or multiple pathways to pursue.

Over the next AIG Plan cycle, the District AIG Coordinator and Lead AIG Specialist will collaborate with school staff to determine other ways to support AIG students at the high school level.

Students may also apply to the NC School of Science and Mathematics (NCSMM) and the NC Governor's School, both offering rigorous summer and residential learning experiences. The District AIG Team maintains a list of available opportunities to be shared with students and families.

Details of service delivery and modifications are recorded in the high school DEP.

#### Alignment with Areas of Identification

Services are closely aligned with students' specific identification areas. For reading/ELA, services may include curriculum enrichment, text complexity, higher-level thinking, and extension activities across K-12. Strategies and modifications are guided by the DEP and may be intensified for intellectually gifted students.

In addition to enrichment, math services often include curriculum compacting and acceleration. Identified 4th and 5th graders are exposed to standards from the next grade level, and identified 8th graders take Math I if they earned a Level 5 on the Grade 7 EOOG. Middle and high school math pathways support continuous progression toward advanced coursework.

District content coaches are working on or have completed laying the foundations of standards-based learning in tested content areas. Teacher teams have identified priority standards and are working towards building proficiency scales for those priority standards. Teachers of advanced courses will have a better understanding of what students must demonstrate beyond mastery of the standard. Pacing guides and curriculum maps are being developed or revised for all content areas, including AIG for elementary, advanced courses at middle school, and honors courses at high school.

Davie County Schools will continue to work to ensure that each AIG student receives services that match their academic profile, readiness level, and learning goals. The variety of service models, collaborative planning, and commitment to differentiated instruction support student success at every grade span.

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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.**

Davie County Schools recognizes that supporting the whole child—academically, socially, and emotionally—is essential for student success. The district is committed to creating a safe, supportive, and collaborative learning environment for all students, including those who are gifted.

Through intentional strategies outlined in the Davie County Schools Strategic Plan and the School-Based Mental Health Plan (SBMHP), social-emotional learning (SEL) is now embedded into the daily experience at every grade level. This includes universal SEL instruction, targeted interventions, and individualized support, when needed.

All schools in Davie County incorporate dedicated time for Social and Emotional Learning (SEL). While the approach varies by grade span, each school's master schedule must include time specifically for SEL. SEL strategies and physical movement are integrated throughout the school day, and explicit instruction in SEL competencies is scheduled across the year. At the elementary level, students engage in daily SEL instruction. In secondary schools, SEL is embedded more within academic instruction, with counselors delivering targeted SEL lessons at least once each semester.

Middle schools across the district have adopted the Ron Clark House System as a way to support students in academics, behaviors, and socially and emotionally. The House System divides each school into six houses (or families). These houses work together to support one another in all aspects of the school community. Staff use strategies to enhance school culture, foster student belonging, and boost academic achievement.

Staff across the district have participated in training on mental health and SEL topics, including suicide prevention, trauma awareness, substance abuse and bullying prevention, and child abuse and dating violence awareness.

All staff complete a six-hour initial training (housed in a Canvas course) and participate in ongoing annual training to stay current with best practices. The curriculum includes state-developed modules with district-specific enhancements designed to address student needs more deeply.

To support the social and emotional well-being of all students, including those identified as AIG, Davie County Schools utilizes a Multi-Tiered System of Support (MTSS) framework and leverages both school-based and community partnerships. Classroom teachers, AIG specialists, and other staff collaborate with school counselors, social workers, and nurses to identify student needs and coordinate appropriate supports. School counselors offer both academic guidance and individual or small-group counseling. Targeted SEL interventions led by various staff members are available for students who need additional support. Through partnerships with community agencies such as The Dragonfly House Children's Advocacy Center and Kintegra, more intensive counseling and therapy can be referred to and sometimes even provided onsite.

District-level collaboration among Curriculum & Instruction, Student Services, and Exceptional Children ensures that the academic, social, and emotional needs of students are addressed in a coordinated, multi-tiered system of support (MTSS).

Gifted students often face unique social-emotional challenges that may interfere with learning or well-being. These may include perfectionism, social-emotional intensities or overexcitability, underachievement or lack of motivation, and asynchronous development (advanced cognitive abilities alongside typical or delayed social/emotional development).

Davie County Schools takes a proactive approach to educating staff and families about these needs:

- Modules in the district's AIG local endorsement course and instructional assistant course address social-emotional development specific to gifted learners
- AIG specialists regularly share articles and resources to help teachers and families recognize and respond to these needs
- Professional development sessions that address the common characteristics and behaviors of gifted learners are offered at Davie Experience, a districtwide professional development day, and may be offered at the school level
- The District AIG Team maintains a webpage, newsletter, and other communication channels to distribute up-to-date strategies and tools for supporting gifted learners
- The district's ongoing efforts to meet the social-emotional needs of gifted students are supported through District MTSS Team Meetings, School Health Advisory Council (SHAC) collaboration with community partners, and feedback loops between school-based teams and the AIG department. Meetings of these groups are used to share information and problem-solve issues around supporting students' health, social, emotional, and academic needs.
- By embedding SEL into daily instruction, providing access to mental health supports, and educating staff about the unique needs of gifted students, Davie County Schools ensures that gifted learners thrive not only academically, but also socially and emotionally.

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**\* Practice C**

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

Davie County Schools is committed to ensuring that services for academically and intellectually gifted (AIG) students are not offered in isolation but are fully integrated into the overall instructional framework. Gifted education is part of a unified, districtwide vision for high-quality teaching, learning, and support for all students.

The AIG program in Davie County is closely connected with all areas of teaching and learning. The AIG Coordinator is an active member of the district's Curriculum & Instruction Department, which oversees all curriculum planning, professional development, federal programs, and instructional policy. This structure ensures that AIG services are embedded in all district-level decisions, including new instructional initiatives, resource development, and school improvement planning. As Davie County moves forward with the High Reliability Schools (HRS) framework and continues implementation of MTSS (Multi-Tiered System of Support), AIG services are intentionally aligned to promote consistency and academic growth across all schools.

AIG specialists at every level work closely with classroom teachers, content and instructional coaches, and school leadership teams to ensure AIG students receive consistent, high-quality instruction that meets their advanced learning needs.

Elementary AIG specialists collaborate with classroom teachers to co-plan and co-deliver differentiated lessons and participate in grade-level PLCs and districtwide content-area PLCs. They also work with content and instructional coaches to ensure alignment between gifted services and core instruction. Elementary AIG specialists coordinate with middle school staff to support math acceleration for gifted students. Weekly collaboration among elementary AIG specialists promotes consistency in service delivery across schools.

Middle school AIG specialists and/or AIG grade-level representatives participate in grade-level team meetings, district content-area PLTs (held quarterly), and school improvement and leadership teams. Middle school AIG staff lead in areas such as blended/personalized learning and digital teaching innovation, reflecting their dual role as AIG educators and instructional leaders.

High school Honors and AP teachers collaborate in subject-based PLTs to develop Honors-level work showcasing curriculum differentiation. This collaboration ensures Honors and AP courses are rigorous and aligned to student needs. Teachers meet in cross-curricular PLTs to align instructional strategies and promote real-world, project-based learning.

To strengthen the integration of gifted education across the district, Davie County offers a local AIG endorsement course for classroom teachers. This hybrid professional development opportunity includes online modules and in-person sessions. The coursework includes research-based strategies for identifying and teaching gifted learners. Teachers from all grade spans participate in the course and, as a result, collaboration and continuity between AIG specialists and general education teachers is enhanced.

As more teachers complete this endorsement course, the district is expanding the capacity of all educators, not just AIG specialists, to differentiate instruction and deliver advanced content.

AIG is not a stand-alone program in Davie County Schools. It is an integrated, collaborative component of the district's vision for high-quality instruction and student support. Through cross-grade level planning, embedded professional development, and aligned instructional frameworks, gifted education is deeply woven into the academic experience of every school.

**\* Practice D**

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

Davie County Schools uses intentional, research-based grouping practices to support advanced learners and provide instruction that is appropriately challenging, personalized, and inclusive. These practices are implemented across grade spans while maintaining flexibility to meet individual student needs.

At the elementary level, master schedules and class assignments are designed with thoughtful consideration of student achievement data, teacher recommendations, gender and ethnicity balance, and social-emotional dynamics and separation requests.

Identified gifted students are clustered in classrooms with 4–8 intellectual peers to support academic stimulation and social-emotional connection. These classrooms provide whole-group instruction at grade level, small-group instruction in reading and math that is differentiated based on skill and readiness levels, and flexible grouping that allows students to be regrouped frequently within or across classrooms to reflect ongoing progress and assessment results.

In certain cases, students may participate in cross-grade grouping or even grade acceleration when their needs significantly exceed grade-level content. Additional enrichment and acceleration are provided through pull-out instruction led by the AIG specialist, especially in reading and math.

Students who qualify under House Bill 986 (earning a superior score on the NC Math EOG) receive pull-out math enrichment or acceleration, often with AIG-identified peers, even if not formally identified themselves.

In middle school, grouping becomes more subject-specific and course-based. Students are placed in advanced ELA and math classes, which are more homogeneous and allow for greater depth, complexity, and pace. High-achieving students who may not yet be formally identified as AIG but demonstrate readiness and potential for success are included in advanced classes. Flexible grouping within these advanced classes is used to foster collaboration, peer learning, and project-based instruction. Quarterly data reviews assess student needs for intervention and enrichment.

Annual reviews of student profiles and performance ensure appropriate course placement and service delivery for the following year.

At the high school level, students are placed in self-selected, advanced coursework that aligns with their academic strengths, interests, and postsecondary goals. Students may be enrolled in Honors, Advanced Placement (AP), and Dual Enrollment (Career & College Promise) courses through Davidson-Davie Community College. One-on-one counseling sessions, during which students and their counselor review course selections and long-term academic planning, are held annually.

Within all classes using STEAM strategies, teachers use a mix of intentional grouping and student choice for collaborative work, allowing students to engage with peers of similar ability or work independently as appropriate.

Davie County Schools' use of flexible and purposeful grouping ensures that gifted learners are consistently placed in environments where they can thrive academically and socially. By combining data-driven decisions with personalized strategies at each grade level, the district creates pathways that are both challenging and supportive, preparing gifted students for success now and in the future.

#### \* 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.

Davie County Schools is committed to ensuring that all educators and school staff—including teachers, administrators, and support personnel—are informed about the district's AIG plan, identification processes, service delivery options, and gifted education regulations. Through a variety of formats and regular updates, AIG-related information is integrated into school and district communication structures, fostering alignment and shared responsibility for supporting advanced learners.

The District AIG Coordinator is part of the Curriculum & Instruction Department and participates in district leadership meetings, ensuring that gifted education is represented in all instructional decision-making. A full overview of the local AIG plan is presented at a Davie County Board of Education meeting and a districtwide principals' and assistant principals' meeting. Ongoing AIG updates and strategies are included in the Canvas course used for administrative and district staff communication and on the Resource HUB for all staff. Each department maintains its page, and AIG information is updated alongside other instructional resources to support scheduling, grouping, and instructional planning for gifted learners.

The local AIG plan is publicly posted on the district website, making it accessible to teachers and support staff, families, community members, and stakeholders. The full appendix of forms and support documents is shared within the Resource HUB for staff use.

A user-friendly AIG brochure with visuals, identification details, service information, and contact info is distributed at schools, meetings, and community events, and is also available online.

The AIG Advisory, which meets at least twice per year, includes AIG specialists, teacher and administrator representatives, parent/guardian representatives, and students representing each school and grade span. The advisory serves as a key avenue for sharing AIG plan highlights, updates, regulations, and stakeholder feedback.

A shared Google Drive folder provides AIG specialists and AIG representatives with access to the AIG plan and related documents, sample communication letters and presentation slides, and tools for school-based sharing.

AIG specialists and AIG representatives collaborate and communicate regularly through phone calls, texts, emails, and shared resources. Quarterly work sessions are facilitated by the District AIG Coordinator. Grade-span specific meetings are held when needed.

AIG specialists work with each school's Gifted Services Team (GST) to share AIG plan updates and identification/service procedures with staff through grade-level meetings, PLTs, School Improvement Team (SIT) meetings, staff meetings, and one-on-one conversations as needed. Teachers are alerted when students are identified as AIG, as DEPs (Differentiated Education Plans) are created or updated, and through Infinite Campus, which includes an AIG identifier for each student.

Credit by Demonstrated Mastery (CDM) is shared annually with stakeholders. Information meetings are promoted through Infinite Campus Messenger calls, emails, and texts. Details are posted on the district website. The AIG Coordinator partners with middle and high school counselors and key district leaders to manage timelines and processes.

The Local AIG Endorsement Course, designed to increase staff capacity in supporting gifted students, is promoted through meetings and email updates, the district's professional development webpage, and communications to administrators, teachers, and instructional support staff

Through multiple layers of communication—districtwide, school-based, and community-facing—Davie County Schools ensures that all staff are well-informed and equipped to support the needs of gifted learners. These efforts reinforce a culture of collaboration and shared responsibility for delivering high-quality, differentiated instruction aligned to the AIG plan.

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

Davie County Schools is committed to providing a smooth and consistent educational experience for academically and intellectually gifted (AIG) students as they move from one grade level and school to the next. As a small, close-knit district, DCS is uniquely positioned to foster strong communication among teachers, AIG specialists, administrators, and counselors, which helps ensure continuity of services and instructional support.

Each of the district's three middle schools is served by two elementary feeder schools, and students from all middle schools choose between one comprehensive high school or a smaller early college high school. This structure supports tight communication between schools and allows AIG staff to provide consistent services and guidance at key transition points.

At the start of each school year, K-8 teachers are notified of AIG students in their classes. At the high school level, an Infinite Campus AIG identifier alerts teachers of a student's identification, prompting them to review the student's Differentiated Education Plan (DEP) and AIG records. School data managers and AIG specialists work together to ensure timely and accurate communication when students are identified or transfer into the district. DEPs and student folders are updated and transferred as students progress through schools and grade spans.

Two key tools ensure continuity and effective placement. The AIG Folder and Differentiated Education Plan (DEP) are maintained for every AIG-identified student and include identification documentation, service history, and instructional planning. Elementary AIG specialists transfer folders to middle school specialists, who later pass them to the lead AIG specialist who serves as the high school liaison. The district Transition/Placement Card details a comprehensive but concise learner profile that starts in kindergarten and follows the student through each grade. It includes teacher notes, assessment data, and academic recommendations and is used to inform class placement, grouping decisions, and instructional strategies. Distinct from the student's cumulative folder, it serves as a practical tool for vertical planning.

As students progress through the grades, vertical meetings ensure that key information is shared and students are thoughtfully placed. These meetings include grade-level teachers, AIG specialists, and administrators. Transition cards are reviewed to discuss academic needs, AIG identification, and social-emotional considerations. This allows for preliminary grouping before schedules and class rosters are finalized. Proactive planning ensures that each AIG student's learning experience builds on previous growth and remains appropriately challenging.

As students transition from elementary to middle school, 5th and 6th grade teachers, counselors, and administrators from each feeder pattern meet to discuss assessment data, placement recommendations, observations, and instructional needs. Transition cards and registration information are used together to support accurate course placement. AIG specialists from both grade spans collaborate to ensure that services continue smoothly.

Middle school AIG specialists or representatives, teachers, and counselors advise students and families on high school course registration and provide input to high school staff regarding AIG services and supports.

A districtwide AIG transition meeting is held before high school registration and is led by the District AIG Coordinator, the Lead AIG Specialist, and representatives from the high school. The rest of the AIG specialists and AIG representatives may attend as well. This meeting is scheduled as part of Explore Davie, held at Davie County High School. Students and families are provided with an overview of course pathways and options, an understanding of course levels, sequencing, and credit weighting, and an introduction to the high school DEP, and information on clubs, sports, and other enrichment opportunities.

These efforts ensure that AIG students and their families are well-informed and supported as they enter high school and begin planning for postsecondary success.

These intentional transition practices allow students to build on their strengths and remain engaged and challenged at every stage of their education.

\* **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.

Davie County Schools recognizes that some students learn at a faster pace and require access to content that matches their readiness, interest, and potential. In accordance with Board Policy 3420-J (Acceleration) and state guidance, the district offers a wide range of flexible acceleration options across K-12 to ensure that advanced learners are appropriately challenged.

Acceleration may include early school entry, subject or whole-grade advancement, dual enrollment, early graduation, and more. These decisions are always made collaboratively, considering both academic readiness and social-emotional well-being.

#### **Early Enrollment into Kindergarten**

- Parents/guardians of children who meet state eligibility requirements according to the NC Early Entry to Kindergarten Guidelines may apply for early entry to kindergarten under State Board Policy KNEC-001 and G.S. 115C-364(d).
- The DCS Early Entry to Kindergarten Process is available on the district webpage to clarify the steps for families and administrators.
- Required aptitude and achievement tests for eligibility must be administered by a licensed private psychologist following the DCS Procedures for Independent Evaluations for Early Kindergarten.
- If the child meets the minimum testing requirements, then the early entry process will continue with additional requirements to be met including performance/work samples and letters of recommendation.
- Once all necessary data and information are submitted, a school-based team, including the principal and a district representative, reviews the submitted packet. The principal makes the final decision.

#### **Subject Acceleration (Grades K-8)**

- Steps for accelerating students by subject are found within the DCS AIG Procedures and Considerations for Subject Acceleration/Grade Advancement.
- Most commonly used in mathematics, subject acceleration allows students to work above grade level in a single subject.

- In elementary and middle grades:
  - AIG-identified students may receive next-grade-level math instruction
  - Content is compacted and accelerated to prepare for Math I in 8th grade
  - House Bill 986 mandates that students scoring a Level 5 on the Math EOG be placed in advanced math (unless opted out by the parent/guardian)
  - Middle school students not previously accelerated receive additional support to meet the pace and rigor.

### **Cross-Grade Grouping**

- Advanced elementary students may be placed with a higher grade level for instruction in reading or math if they demonstrate:
  - 98th percentile achievement and aptitude scores
  - Consistently high classroom performance (98+ average)
  - Teacher and administrator recommendations
  - High interest and motivation
- Cross-grade grouping is also considered in combination (multi-age) classrooms when applicable.
- Steps for cross-grade grouping are found within the DCS AIG Procedures and Considerations for Subject Acceleration/Grade Advancement.

### **Grade Advancement**

- Full-grade acceleration is considered for students who meet very high academic criteria and show exceptional readiness.
- Steps for grade advancement are found within the DCS AIG Procedures and Considerations for Subject Acceleration/Grade Advancement
- A comprehensive evaluation includes:
  - Psychological testing, including off-level assessments
  - Academic performance in all subjects (98+ average)
  - Social-emotional development
  - Recommendations from a team including the parent/guardian, teacher, principal, AIG specialist, counselor, and school psychologist
- Documentation and assessments must meet standards listed in DCS AIG Procedures for Independent Evaluations.
- The final recommendation must be a result of the complete review of data by the GST.

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

- Available to middle and high school students for select high school courses by demonstrating mastery of the content and the ability to apply the content knowledge
- Allows students to earn credit through the successful completion of a two-phase assessment process
  - Phase I: Demonstration of foundational knowledge (test or performance)
  - Phase II: Application of knowledge in authentic contexts
- Resources and timelines are shared annually via:
  - The district website and a district information session
  - Middle and high school websites
  - IC Messenger notifications
- Students complete an application after attending an information session and sessions with their assigned school counselor and parents/guardians.
- If students complete the Phase I assessment (an EOC or a teacher-made assessment) and score at a superior level, they proceed to Phase II. Phase II requires the completion of artifacts to demonstrate that students not only have a mastery of the content but can apply the knowledge. Students must score at a superior level to obtain credit for the course through CDM.
- The district AIG coordinator works with content teams to develop new Phase I assessments and Phase II modules as needed.

### **Advanced Placement (AP) Courses**

- High school students can take a variety of face-to-face and online AP courses
- AP exam scores of 3, 4, or 5 may result in college credit
- Courses are offered at Davie County High School and through NC Virtual Public High School (NCVPS)

### **Dual Enrollment (CCP Program)**

- Through a partnership with Davidson-Davie Community College (DDCC), students can:
  - Take college courses that earn both high school and college credit
  - Choose from CTE pathways or college transfer pathways
- Governed by Board Policy 3101, this program is open to eligible high school students

### **Davie County Early College High School**

- Located on the DDCC campus, this cooperative innovative high school allows students to:
  - Earn a high school diploma and up to two years of transferable college credit or an Associate of Arts degree
  - Complete the program in four to five years
  - Students apply and are selected based on interest and readiness

### Mentoring and Career Exploration

- Gifted and high-achieving students may participate in:
  - Honors research projects
  - STEAMinars and Lunch & Learn events
  - Job shadowing and career mentoring
  - CTE internships aligned to career interests

### Early Graduation

- High school students who meet graduation requirements early may apply for early graduation in accordance with Board Policy 3460-C.4
- Counselors and administrators work with students to ensure readiness and alignment with postsecondary plans

Davie County Schools offers a broad range of acceleration opportunities to ensure that advanced learners are continually challenged and supported. These options are implemented with careful planning and input from educators, families, and support staff to meet both academic and developmental needs.

### \* Practice H

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

Davie County Schools recognizes that early educational experiences play a critical role in identifying and developing gifted potential and takes a proactive approach to developing talent before formal schooling begins through a comprehensive early childhood education system.

The district offers high-quality preschool programs. A central preschool hub serves children starting at age 2, and most elementary schools have one or two preschool classrooms on-site. These inclusive classrooms offer NC PreK slots and serve both typically developing students and students with special needs, promoting equity and early social-emotional growth.

District developed kindergarten screener procedures, including rubrics and checklists, help assess readiness across developmental domains (academic, social, emotional, and behavioral). Based on results, rising kindergarteners who may need extra support are invited to attend Kinder Camp at their home elementary school during the summer before they begin. These strategies help bridge opportunity gaps early and ensure all students start school with a strong foundation.

While formal AIG identification typically occurs in upper elementary grades, students in grades K–3 receive structured support and opportunities designed to nurture advanced thinking and academic readiness. Students in this age group are typically placed in heterogeneous classrooms, where gifted behaviors are encouraged and cultivated through intentional instructional practices. The focus is on flexibility, enrichment, and differentiation, with close collaboration between classroom teachers and AIG specialists. AIG specialists work directly with K–3 classroom teachers to recommend enrichment materials, co-develop differentiated reading and math instruction, and identify students for additional support based on classroom observations and growth data. Teachers use interactive software and digital tools to personalize learning to provide students with opportunities to engage in higher-level thinking and creativity. Teachers and AIG specialists closely monitor individual progress and adjust instruction based on formative assessments, benchmark data, teacher observations, and collaboration in PLTs.

Students who are formally identified or referred to as “AIG candidates” may participate in pull-out sessions led by the AIG specialist. These sessions typically occur once a week and focus on the development of critical thinking, creativity, and problem-solving skills. AIG specialists use PETs, Primary Education Thinking Skills (an enrichment and diagnostic thinking skills program that introduces elementary students to higher level problem-solving strategies), and activities from Byrseed (a library of lessons, projects, and investigations for that are designed to be used with gifted learners) to facilitate lessons and build durable skills in young students.

Before the Cognitive Abilities Test (CogAT) in 2nd grade, students participate in practice activities to familiarize themselves with the format of the online test, reduce test anxiety, and provide equal access to the test-taking experience. These practice activities are provided by Riverside, the company that provides the CogAT assessment and are uniform across the district.

To support early identification, teachers use the DCS AIG - Teacher Referral and Nurturing Criteria for K-3 to observe and document behaviors associated with giftedness. This tool guides referrals and ensures that teachers are noticing traits such as intellectual curiosity, creativity and imagination, advanced language and reasoning skills, and unusual problem-solving approaches

Many of the elementary schools within the district have a STEM enhancement or will have a STEM enhancement this coming school year. In the early elementary years, students will learn about the engineering design process in all of their activities and start to develop durable skills like collaboration, communication, critical thinking, and adaptability. Through STEM activities, students will build SEL awareness. All of the elementary schools have updated and redesigned media centers with flexible learning spaces and makerspaces, which are used in different ways to encourage creativity.

In addition, teachers regularly collaborate in PLTs to modify instruction, extend content, and respond to the diverse learning needs of their students, including those showing signs of advanced ability.

By embedding enrichment strategies and monitoring growth from the earliest years, Davie County Schools builds a strong foundation for identifying and developing gifted learners.

#### \* 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.

Davie County Schools is committed to cultivating talent in all communities across the district. Every student should have the opportunity to access advanced learning experiences, regardless of their background.

To further expand access and develop potential, Davie County Schools has created two summer opportunities for students. As part of the DCS K-12 STEAM Pipeline, Camp Discovery and STEAM Boot Camp are designed to incorporate STEAM principles and to spark curiosity and interest in STEAM and STEAM careers.

Camp Discovery is a two-week STEAM enrichment experience for academically and intellectually gifted rising 5th and 6th-grade Davie County students. The camp aims to foster creativity, problem-solving, and critical thinking while reinforcing NC standards for ELA, math, and science and exposing campers to potential career pathways in the STEAM fields. The camp is staffed by highly qualified, AIG-certified, or locally endorsed teachers to allow for smaller groups. Opportunities for upper-grade student volunteers are offered as well. By the end of the camp, students will have gained valuable insights into STEAM fields, developed durable skills, and built connections with peers who share their academic interests.

STEAM Boot Camp is designed to support rising 9th graders with their transition to the Davie County Freshman Academy. These students will participate in a two-week camp to introduce them to the four STEAM-related distinction pathways: Global Leadership, STEM, Career and Technical Education, and Arts. Rising 9th graders will be invited to register and attend the 4-day Boot Camp over the summer. These students will engage in hands-on, collaborative activities that integrate STEAM. They will work to solve real-world problems using

the engineering design process and develop skills to enhance engagement, learning, and achievement. Students will also have opportunities to display leadership skills as they practice decision-making and collaborate with others.

These two camps are part of a larger plan to incorporate STEAM principles from kindergarten to 12th grade. The plan is to expand summer opportunities to middle school students over the next few years.

As mentioned previously, the majority of elementary schools within the district have a STEM enhancement or will have a STEM enhancement this coming school year and have active makerspaces. As students reach 4th and 5th grade, they should be integrating the use of the engineering design process in all of their activities and be practicing the use of durable skills like collaboration, communication, critical thinking, and adaptability. STEM is also an effective way to weave in SEL awareness and build empathy and personal responsibility.

All middle schools have updated and redesigned media centers with flexible learning spaces (tables on casters, stackable chairs, soft seating, makerspaces, interactive flat panels, and emerging technologies). Students participate in school and district STEM challenges.

At the high school level, enrichment opportunities are open to all students, regardless of formal identification status.

At Davie High School, 9th-grade students are part of the Freshman Academy, and all grade levels are immersed in STEAM. Students may participate in STEAMinars and Lunch & Learn sessions, field trips to college campuses and workplaces, and have opportunities for job shadowing, career mentoring, and internships. Every student is assigned a school counselor who works with them individually. One counselor is assigned to all freshmen, and upper levels are assigned by alphabet. The counselor supports them with course planning, college admissions, and scholarship applications. Students also have access to a Career Development Counselor for more targeted career exploration.

Davie County Early College High School is designed to increase access to higher education, particularly for first-generation college students and students from financially disadvantaged or minority backgrounds. The early college offers a smaller, more personalized setting, seminars, and learning labs to support academic success, and a chance to earn an Associate's Degree or two years of college credit by the time of high school graduation.

Davie County educators and AIG specialists go above and beyond to remove financial and logistical barriers for students. Teachers help secure school supplies, clothing, and scholarship resources for students in need. AIG specialists actively encourage and assist students in applying to prestigious summer opportunities such as the North Carolina School of Science and Mathematics and the NC Governor's School. The district pays full tuition for students who are accepted and attend the NC Governor's School. Staff members provide individual feedback and support during the competitive application process for enrichment programs.

#### \* Practice J

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

Davie County Schools recognizes the importance of enrichment beyond the regular classroom for academically and intellectually gifted (AIG) students. Extracurricular activities provide students with the opportunity to explore interests, apply advanced skills, build leadership capacity, and engage with peers who share their passions.

Across the district, a wide variety of extracurricular programs, competitive events, and enrichment opportunities are available to students of all grade levels. These experiences allow gifted learners to extend their learning, develop talents, and contribute to the school and broader community.

Gifted students across all schools have access to district-sponsored events and programs that support creative and academic growth, including:

- ArtsSmart Festival – celebrating student talent in visual and performing arts
- All-District Band and Chorus – showcasing musical excellence and collaboration
- District Competitions such as:
  - Battle of the Books

<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Math Fair (new in 2025)</li> </ul> <p>At the school level (depending upon the school and grade span), opportunities include various extracurricular programs, including, but not limited to:</p> <ul style="list-style-type: none"> <li>▪ Honors/Organizations: Beta Club, Distinction Graduates process, National Technical Honor Society, Tri-M Music Honor Society, National Honor Society of Dance Arts</li> <li>▪ Interest Based Clubs: Book Club, Robotics (elementary, middle, and developing at high school level), Chorus, Film Club, Gaming Club, Creative Writing Club, STEM enrichment opportunities, Art Club, Drama Club, Performing Arts Club, Science &amp; Environmental Club, Travel Club, Yearbook, War Eagle Motorsports</li> <li>▪ Competitive Teams: Battle of the Books, Mock Trial Team, Math I and II Competitions, Math Counts, Spelling Bee, Geography Bee, Science Olympiad, Odyssey of the Mind, writing/speech contests, competitive CTE organizations (HOSA, DECA, FBLA, FCCLA, FFA, Educators Rising, SkillsUSA, TSA), Hunter Safety</li> <li>▪ Leadership/Service Organizations: Student Government/Council, Junior Civitans, Interact Club, Ronald McDonald House, STAND, STEM Ambassadors</li> <li>▪ Summer Opportunities: Camp Discovery, STEAM Boot Camp, Summer Ventures, Governor's School, accelerator programs through NCSSM, programs through colleges and universities</li> </ul> <p>*Many summer opportunities are posted on school websites and the district AIG webpage.</p> <p>In addition, honors/advanced courses in arts, CTE, and core subjects at the high school level are often linked with clubs/organizations and other valuable after-school learning opportunities.</p>	<p><b>Ideas for Strengthening the Standard</b></p> <ul style="list-style-type: none"> <li>▪ Expand opportunities for talent development for all students</li> <li>▪ Improve communication and collaboration, especially with the EC and ESL departments</li> <li>▪ Focus on programming for high school students</li> <li>▪ Develop and revise processes and procedures as needed to improve consistency and maintain fidelity of implementation</li> </ul>	<p><b>Planned Sources of Evidence</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">* Processes and Procedures</td><td style="padding: 5px;">* Student and school schedules showing grouping, advanced courses, and enhancements/encore/electives</td><td style="padding: 5px;">* Evidence of flexible grouping</td></tr> </table>	* Processes and Procedures	* Student and school schedules showing grouping, advanced courses, and enhancements/encore/electives	* Evidence of flexible grouping
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Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	* Credit by Demonstrated Mastery information and records * PLT documentation * Camp flyers and attendance * Board policies * Professional development records * AIG folders and Differentiated Education Plans (DEPs) * Documentation regarding participation in enrichment opportunities and extracurricular activities (including STEM, camps, clubs, Governor's School, etc.)	N/A	 <a href="#"><u>DCS AIG Glossary</u></a> .  <a href="#"><u>DCS AIG Appendix</u></a>

### Standard 3: Differentiated Curriculum and Instruction

#### Davie County Schools (300) 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.

Davie County Schools is committed to ensuring that all students, including those who are academically or intellectually gifted, receive challenging, standards-aligned instruction that is responsive to their strengths, interests, and readiness levels. To achieve this, the district supports a culture of collaboration and professional learning and promotes differentiation as a key instructional practice across all classrooms.

PLTs are the cornerstone of instructional alignment and improvement in Davie County Schools. Within these collaborative teams, teachers work together to:

- Clarify and unpack the North Carolina Standard Course of Study
- Design common formative assessments to measure mastery of standards
- Vet and adapt instructional materials and resources
- Analyze student data to inform instructional decisions
- Strategically plan differentiation and enrichment

Regular classroom teachers and AIG specialists collaborate in PLTs as much as scheduling allows. At some schools, AIG specialists participate in push-in models, allowing for direct classroom support and peer modeling. Specialists also participate in school-level and district-level PLTs aligned to their content areas, enhancing instructional consistency and coherence.

All schools are supported by content and/or instructional coaches. Coaches work alongside classroom teachers to design rigorous, differentiated instruction. They provide job-embedded professional development, support blended and personalized learning models, and promote engagement strategies, small group instruction, and inquiry-based approaches. Content coaching teams have developed five year plans that include focus areas by grade spans. The plans are revisited throughout the year and adjusted as needed.

The work of standards-based learning is being led by the content and/or instructional coaches. Coaches worked with teacher teams to identify priority standards and are working towards building proficiency scales for those priority standards. Proficiency scales will allow all teachers to better understand what they are teaching and to what rigor they are teaching it. Mastery of a standard will be easily identified. Pacing guides and curriculum maps are being developed or revised for all content areas, including AIG for elementary, advanced courses at middle school, and honors courses at high school.

This coaching structure ensures that teachers have access to ongoing support to meet the needs of gifted learners within the general education setting.

Davie County incorporates three primary approaches to differentiation, selected based on student need, subject area, and grade level:

1. Enrichment – Provides a variety of learning opportunities that enhance a student's interests and talents through creative and academic exploration. Enrichment is utilized most often at the elementary level, including the K-3 nurturing program.

2. Extension – An instructional approach that broadens or deepens the understanding of a particular standard by adding depth and complexity. Extension is the most common approach to differentiation in K-12 in Davie County.
3. Acceleration – Students move through the traditional curriculum or content standards at a faster pace than typical students. This strategy is employed in math more often than in other subjects.

These strategies may be implemented within the regular classroom or through pull-out services with an AIG specialist, depending on the student's area of identification and the school's model.

For students identified as gifted in reading, instruction emphasizes enrichment and extension through:

- Use of higher-level or complex texts (fiction and nonfiction)
- Intellectual discussions and Socratic seminars
- Tiered projects and assignments with student choice in topic, process, or product
- Integration of technology tools and digital platforms
- Blended and personalized learning in middle and high school (e.g., Canvas LMS)
- Pull-out ELA or PETS enrichment in grades K-3 for referred or identified students
- Participation in Advanced ELA classes in middle school and Honors, AP, and dual enrollment courses in high school

For students identified as gifted in math, instruction incorporates conceptual understanding, inquiry, and acceleration:

- Number Talks and math fluency strategies at the elementary level
  - Instructional shifts toward problem-based and inquiry-driven learning
  - Early introduction of abstract thinking and algorithms
  - Pull-out services in K-3 for math enrichment and compacting or PETS
  - Exposure to next-grade-level standards by AIG specialists in grades 4-5
  - Compacted/accelerated math pathways in middle school to prepare students for Math I by grade 8
  - Use of NC2ML high-quality instructional resources
  - Blended learning and Canvas integration at the secondary level
  - In high school, access to Honors, AP, and dual enrollment (CCP) math courses, with the option to "double up" and accelerate further
- Davie County Schools thoughtfully groups students to ensure access to peer-like interactions and subject-specific differentiation. These include:
- Cluster grouping in classrooms
  - Flexible small groups based on ability or readiness

- Cross-grade grouping and acceleration, where appropriate
- AIG pull-out or push-in instruction in students' areas of identification

These practices ensure that gifted learners receive differentiated instruction tailored to their strengths and that their learning remains appropriately challenging.

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

Davie County Schools takes a flexible and student-centered approach to delivering gifted services. By combining thoughtful grouping practices, personalized instruction, and rigorous content modifications, students are placed in the levels of service that match their needs, and delivery options, environments, and programs are implemented flexibly for students and groups of students.

Every AIG-identified student has a Differentiated Education Plan (DEP) that documents their specific areas of identification (e.g., reading or math) and outlines recommended learning environments, content modifications, and delivery methods. DEPs are updated annually in collaboration with families, AIG specialists, and classroom teachers to ensure services remain relevant to the student's growth and development.

At the elementary and middle school levels, flexibility is key. Students may receive services in a variety of settings, including heterogeneous classrooms with flexible small-group instruction, cluster grouping of gifted learners within a classroom, advanced learner support through enrichment or acceleration, subject-specific grouping or acceleration for math or ELA, and/or cross-grade grouping or grade advancement, when appropriate.

Content Modifications could include learning centers and differentiated stations, tiered assignments with varying levels of complexity, curriculum compacting to avoid repetition of mastered material, thematic and interdisciplinary units, technology integration with varied software tools, personalized learning pathways, and/or advanced content and project-based learning.

Gifted learners may receive instruction from both the AIG specialist and their classroom teacher, depending on the school's service delivery model and the student's needs.

To support math acceleration, AIG specialists collaborate with content and/or instructional coaches and math teachers to ensure appropriate vertical alignment across grade levels, especially as standards and pacing guides are revised.

At the high school level, Davie County provides multiple pathways for advanced learning. Learning environments at the high school level could include Honors and Advanced Placement (AP) courses, dual enrollment through Career & College Promise (CCP), online and distance learning options (e.g., NCVPS), and/or flexible scheduling and extended enrichment opportunities (e.g., during lunch, after school). Content modifications may include personalized learning using learning management systems like Canvas, Credit by Demonstrated Mastery (CDM), Career & Technical Education (CTE) pathways with industry certifications, Socratic seminars, literature circles, and collaborative projects, project- and problem-based learning (PBL) rooted in real-world applications and design process integration within STEAM coursework.

Both Davie High School and the Early College High School incorporate authentic, student-centered instructional practices designed to foster critical thinking, innovation, and college readiness.

Davie County educators understand that student interest is a powerful tool for increasing engagement and deepening learning. Teachers gather information through multiple Intelligences surveys, learning style inventories, and/or student interest surveys (formal and informal). These insights are used to inform project design, cross-curricular learning units, blended and personalized instruction, course development, and enrichment offerings.

At the high school level, student interest also shapes programming, including Lunch & Learns, STEAMinars, field trips, and new courses or course levels introduced for registration.

To ensure high-quality implementation of differentiation and gifted strategies, ongoing professional development is provided across the district. Teachers have access to districtwide training on the Davie County Schools Instructional Framework, which promotes consistent instructional practices, support from instructional coaches, content consultants, Professional Learning Teams (PLTs) at the school and district level, and the local AIG endorsement course, which equips teachers with skills to meet 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.

Davie County Schools is working to ensure that all students, including those who are gifted, have access to high-quality instructional materials that are rigorous, relevant, and aligned to the North Carolina Standard Course of Study. This includes a strong commitment to selecting, developing, and refining instructional resources that support the needs of gifted learners across content areas and grade levels.

The Curriculum & Instruction Department, in collaboration with school leaders, content and/or instructional coaches, and AIG specialists, is actively working to:

- Select instructional resources that align with revised state standards
- Identify priority standards with teacher teams and create proficiency scales
- Develop pacing guides to promote consistency and vertical alignment
- Creating curriculum maps to align content, learning goals, assessment, and resources
- Provide professional development that supports effective instructional resource use
- Ensure materials are differentiated to meet the needs of all learners, including advanced learners

These efforts are aimed at creating a consistent instructional experience across schools and grade spans—a priority as the district continues to work within the High Reliability Schools (HRS) framework and focus on continuous improvement..

The district has dedicated time and resources to developing an Instructional Framework that provides a common understanding, common vocabulary, and common expectations for instruction across the district at all levels. The district also has a Model of Instruction based on Robert Marzano's New Art and Science of Teaching (NASoT). The Model of Instruction provides the how of instruction. It guides the way that teachers plan lessons by providing the identified instructional strategies, methods, and activities that a teacher uses to deliver instruction. The categories found within NASoT are classifications of student mental states and processes. For elements of Feedback, students are aware of what they should be learning and how they are doing. For elements in Content, students are reviewing and progressing in their knowledge. Students are engaged and have a sense of belonging in classrooms that are orderly and have high expectations established as a result of incorporating elements from Context.

The district has developed a Resource HUB, which houses all of the instructional materials, resources, and support documents for all content across all grade levels, and resources and materials that support district initiatives. There are sections of the HUB that contain specific resources for special populations, including AIG.

District content coaches for math and ELA have developed 5-year plans for their content areas to support district and state initiatives. The district is currently working to establish a guaranteed and viable curriculum. Coaches are providing training and support around best practices for math and literacy instruction, as well as effective general classroom practices. Teachers are equipped with the tools that they need to meet all students where they are and help them reach their highest potential.

AIG specialists are assigned to schools and participate in professional development being held at the school level, may serve on school teams like the School Improvement Team (SIT), and participate in quarterly planning days. They are able to be a voice at the table and can provide materials and resources as needed.

Teachers and AIG specialists are given dedicated time and structures to collaborate, research, and refine instructional resources. All teachers meet in a weekly PLT to go through PLC cycles. AIG specialists join these PLTs when able, but do have a weekly PLT of their own to attend. Collaboration with teachers then occurs outside the PLT time. The district AIG team meets quarterly for their PLT. During their PLTs, AIG specialists work together to create SEL lessons for their students and create information and resources for staff on the characteristics and behaviors specific to advanced learners.

Work in the PLT is focused on the four questions designated by Rick DuFour:

1. What do WE want our students to learn and be able to do?
2. How will WE know when students are LEARNING?

### 3. How will WE respond when students do not LEARN?

#### 4. How will WE respond when students do LEARN?

PLTs focus on student learning and support the sharing of evidence-based resources and differentiation strategies across schools.

Teachers and AIG specialists have regular planning periods to build and adapt materials for diverse learners. They also participate in their schoolwide planning days throughout the year that focus on math and ELA content pacing and resources.

As a member of the Curriculum and Instruction Team, the district AIG Coordinator works closely with the Digital Teaching and Learning Specialists, the CTE and Federal Programs Directors, the Chief Academic Officer, and the district MTSS Coordinator. As a liaison for special populations, the MTSS Coordinator connects AIG to EC and to ESL through facilitated conversations and shared data analysis.

Along with the Curriculum & Instruction Department, the AIG specialists are involved in identifying and developing instructional materials and supplemental resources. Digital resources, which are ever-changing, are used to supplement and enhance instruction. The Digital Teaching & Learning Specialist at the district level works with the Curriculum & Instruction Department (including AIG coordinator), content and/or instructional coaches, and school leaders to identify the digital resources to support instruction.

At the high school level, advanced learners benefit from Honors teachers developing rigorous projects and course extensions, and AP teachers attending College Board training and using vetted resources to challenge students. Teachers use personalized learning models and Canvas LMS to deliver customized instruction. Teaching strategies include project-based learning, Socratic seminars, collaborative group work, and the use of protocols from the National School Reform Faculty. These instructional models promote higher-level thinking, creativity, and problem-solving—all core to gifted education.

The traditional high school has moved to a freshman academy for all 9th-grade students. Classrooms for freshmen are grouped together, and teams of teachers work together to support students. Freshmen Academy has a dedicated guidance counselor and assistant principal. During the school year, staff work with students to develop durable skills, understand expectations, become familiar with high school procedures, communicate and collaborate, develop self-awareness, and set goals.

The district maintains a centralized inventory of instructional resources, which staff can check out and use to enhance classroom instruction. These include books and instructional guides for differentiation, SEL, and behavior support, curriculum kits for enrichment and acceleration, and manipulatives and digital tools to support hands-on learning. By equipping teachers with tools, time, and training, the district continues to build a strong, consistent foundation for advanced instruction across all schools and grade levels.

Davie County Schools has dedicated time and resources to developing an Instructional Framework that provides a common understanding, common vocabulary, and common expectations for instruction across the district at all levels. The district also has a Model of Instruction based on Robert Marzano's New Art and Science of Teaching (NASoT). The Model of Instruction provides the how of instruction. It guides the way that teachers plan lessons by providing the identified instructional strategies, methods, and activities that a teacher uses to deliver instruction. The categories found within NASoT are classifications of student mental states and processes. For elements of Feedback, students are aware of what they should be learning and how they are doing. For elements in Content, students are reviewing and progressing in their knowledge. Students are engaged and have a sense of belonging in classrooms that are orderly and have high expectations established as a result of incorporating elements from Context.

#### \* 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.

Davie County Schools is dedicated to cultivating future-ready learners by integrating opportunities to build essential competencies into classroom instruction, enrichment programs, and real-world experiences. These efforts reflect the values and vision of North Carolina's Portrait of a Graduate.

These competencies are embedded across the curriculum, ensuring that all students, including those who are academically and intellectually gifted, develop the tools needed to thrive in a complex and ever-changing world.

Across grade levels, students regularly engage in structured classroom discussions and collaborative activities that nurture key soft skills. These include Kagan cooperative learning structures, Socratic seminars and literature circles, project-based learning protocols, and student presentations and performances.

These methods are common in gifted, honors, AP, STEM, and Early College classes, where students are expected to articulate ideas, pose questions, and respond to complex problems in thoughtful, engaging ways.

Though Davie County Schools is not fully 1:1, students in grades K–5 have regular access to devices, while grades 6–12 are assigned personal Chromebooks. Teachers use digital tools and resources to promote collaboration across classrooms and schools, student ownership of learning, and blended and personalized instruction that adapts to individual needs

District-led professional development supports teachers in using technology not just for access, but for deep learning and creative expression.

Thanks to grants, elementary and middle school media centers have been transformed into innovative, flexible learning labs. Students have access to 3D printers, robotics kits, digital microscopes, VR headsets and video production equipment, podcast equipment, maker spaces for hands-on learning and experimentation, and flexible seating for group collaboration and independent exploration.

These updated spaces allow teachers to structure lessons that build creativity, problem-solving, and resilience, key traits in both gifted learners and future-ready graduates.

Davie County Schools ensures that students can apply their knowledge in real-world contexts through the use of STEAM instructional strategies, Career and Technical Education (CTE) courses, the use of MajorClarity platforms for career exploration and soft skill development hands-on challenges and engineering design in labs and other programs, clubs, and opportunities that provide students with the opportunities to collaborate and problem-solve.

The STEAM Boot Camp offers rising 9th graders early exposure to high school-level tools, equipment, and instruction and an opportunity to learn about the distinction pathways of global leadership, arts, STEM, and career. The camp supports both leadership and the development of durable skills. The experience will give students a head start when it comes to attending a full STEAM high school.

Camp Discovery, a summer enrichment opportunity for rising 4th and 5th graders who are identified through the AIG program, also uses STEM practices to facilitate the development of the skills and mindsets found within the Portrait of a Graduate framework.

Davie County's strong commitment to the arts fosters creativity and confidence across all grade levels. The district holds a districtwide Arts Smart Festival, showcasing student talent and offering interactive learning sessions with guest artists. Grassroots Arts grants support artist residencies and performances, including poetry residencies with Michael Beadle. Through the arts, students learn to express ideas, collaborate creatively, and connect emotionally—important skills emphasized in the Portrait of a Graduate.

Beyond core academics, Davie County encourages experiential learning to foster personal responsibility and leadership. Service learning and community service are built into many clubs, courses, and Early College programming. Job shadowing is promoted through the high school distinction pathways and CTE courses. Internships and apprenticeships allow students to explore career interests with local businesses and industry partners. A Career Development Counselor helps middle and high school students navigate their career pathways and service learning opportunities. These experiences align directly with the Portrait of a Graduate's emphasis on adaptability, empathy, and responsibility.

Practices and strategies that support the development of durable skills will continue to be woven into curriculum design, classroom instruction, extracurricular programming, and enrichment opportunities for gifted students.

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**\* Practice E**  
Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Davie County Schools uses formative, diagnostic, and summative assessments to inform student grouping and instructional decisions. These assessments include, but are not limited to:

- A district developed a kindergarten screener with procedures including rubrics and checklists to indicate kindergarten readiness and to create class rosters
- Pre-assessments to guide instruction and compact curriculum
- Surveys/inventories (Multiple Intelligences, learning styles, etc.)
- Teacher-generated tests and assessments

- Common formative assessments created in PLTs
- K-2 state math assessments (mid and end of year)
- Diagnostic reading assessments (beginning, middle, and end of year)
- Quarterly benchmarks or NC Check-ins in ELA, math, science, English II, Math I, and Biology
- Middle school math placement tests
- CogAT in 2nd grade and other grade levels as needed, alternative assessments
- NC End-of-Grade tests (EOGs) and End-of-Course tests (EOCs)

Teachers and AIG specialists work collaboratively—both individually and in PLCs—to review and interpret student data regularly. These data-informed practices are used to:

- Monitor progress and determine student mastery of grade-level standards
- Identify students who may need enrichment or acceleration
- Group and regroup students based on readiness and instructional need
- Determine eligibility for gifted services using the CogAT and achievement data

At the elementary level, grouping is fluid and flexible, allowing students to move between small groups throughout the year based on growth and changing needs. In middle and high school, assessment data helps place students in advanced, honors, or accelerated courses aligned with their ability and achievement.

Assessment results are not only used for placement and planning—they are also used to personalize learning and promote student agency. Teachers may respond to data by:

- Reteaching and reassessing a standard
- Extending or enriching content to provide additional challenge
- Modifying instructional strategies based on student learning styles
- Collaborating with AIG specialists or instructional coaches to adjust pacing or add complexity

Surveys and inventories help teachers understand student interests, strengths, and preferred learning approaches, supporting the design of meaningful, engaging learning experiences for gifted and high-achieving students.

Throughout the school year, the Director of Accountability and Student Information and/or the district MTSS Coordinator meets with each school's leadership team to conduct a comprehensive data review, analyzing:

- Achievement trends
  - Student growth indicators (e.g., EVAAS)
  - Subgroup performance (including gifted learners and underrepresented populations)
- This process ensures that instructional and placement decisions are made with equity, rigor, and student growth in mind.

## \* Practice F

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

In Davie County Schools, meeting the needs of academically and intellectually gifted (AIG) learners is a shared responsibility. Classroom teachers, AIG specialists, content and instructional coaches, and support staff collaborate regularly to plan and deliver instruction that is rigorous, differentiated, and aligned with student strengths and areas of giftedness. This collaborative approach helps ensure that gifted students across the district receive challenging, coherent, and equitable educational opportunities.

At the elementary level, collaboration between AIG specialists and classroom teachers is ongoing and intentional. Key practices include:

- Regular planning sessions among AIG specialists across elementary schools
- Monthly meetings where common lesson plans in math and ELA are co-developed, reviewed, and shared
- Informal check-ins with teachers to adjust enrichment and support for advanced learners
- Specialists provide classroom-based extension activities and instructional strategies aligned to students' strengths
- Attendance at IEP meetings for twice-exceptional students (2e)—those who receive both AIG and EC services—to ensure coordinated support

This shared planning leads to a more personalized, enriched learning experience for gifted learners and fosters alignment across classrooms and schools.

Middle school AIG specialists have a unique dual role: they serve as classroom teachers for advanced ELA or math and also provide gifted services. Collaboration is structured and strategic:

- Participation in school-level PLTs alongside grade-level and subject-area colleagues
- Attendance at quarterly district ELA and math PLCs, led by content or instructional coaches and supported by content consultants
- Frequent digital collaboration and planning outside the school day to supplement limited in-school flexibility
- Joint planning of enrichment, rigor, and course extensions for advanced learners
- Inclusion in IEP meetings for twice-exceptional students

This ensures that instructional expectations remain rigorous and aligned across classrooms and middle schools, and that advanced students receive consistent, high-quality instruction.

High school teachers work collaboratively to support advanced learners through a variety of structures:

- Honors teachers collaborate within departments to develop course extensions, enrichment projects, and advanced assignments
- Teachers meet in cross-curricular PLCs to design integrated learning experiences that promote innovation and real-world problem-solving
- AP teachers collaborate with colleagues in their departments and engage in professional learning through College Board networks

These partnerships help ensure that honors and AP courses meet appropriate levels of rigor, challenge gifted learners, and align with college and career readiness goals. The district AIG coordinator plays a key role in facilitating collaboration across all schools and departments, including:

- Participation in districtwide leadership meetings (Curriculum & Instruction Team, Principal and Assistant Principal Meetings, District Staff Meetings, district MTSS meetings)

- Coordination of quarterly AIG specialist work sessions, which include instructional planning and data review
  - Collaboration with EC, ESL, instructional technology, and accountability staff to support student services holistically
  - Use of a shared Google Drive where AIG specialists upload and access lesson plans, instructional resources, forms, and program documents
- The coordinator also ensures that AIG specialists have access to professional development aligned to the subjects and grade levels they teach, supporting their continuous growth and instructional effectiveness.

While structures for collaboration are in place, Davie County Schools recognizes that more dedicated time is needed for AIG specialists and classroom teachers to:

- Co-plan curriculum modifications
- Analyze student progress
- Design personalized learning paths for gifted students

The district AIG Coordinator will now meet annually with principals and their assigned AIG specialist to discuss ways that these necessary activities can happen.

Collaboration is essential to delivering differentiated, rigorous, and meaningful learning experiences for gifted students. In Davie County, AIG services are embedded within a broader instructional framework through strong teamwork among teachers, specialists, and leaders.

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

- Consider ways to increase the collaboration time for AIG specialists, without further loss of instructional time (i.e., workdays, early release days, after-school meetings, virtual meetings/collaboration).
- Work closely with the MTSS Coordinator, the Director of EC and Student Services, and the ESL Coordinator to develop a better understanding of the needs of students with more than one exceptionality
- Continue to work on differentiation in the regular classroom environment through the development and implementation of a guaranteed and viable curriculum

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

*	DCS Instructional Framework
*	DCS Model of Instruction
*	School and student schedules
*	Differentiated Education Plans (DEPs)

Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A		<ul style="list-style-type: none"> <li>✿ <a href="#">DCS AIG Glossary.</a></li> <li>✿ <a href="#">DCS AIG Appendix</a></li> </ul>

**Standard 4: Personnel and Professional Development**

**Davie County Schools (300) 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.

The AIG program is guided by a District AIG Coordinator with AIG licensure, who works closely with fully licensed AIG specialists at each school to ensure that gifted learners across the county receive high-quality, consistent support. The District AIG Coordinator works with the District AIG Team and other support staff to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

As part of the small Curriculum & Instruction team and a district staff member, the coordinator is actively involved in:

- Monitoring the implementation of the AIG Plan
- Collaborating with directors and other district leaders to synergize efforts and ensure that the perspective of AIG is part of district initiatives
- Sharing AIG information and topics for discussion at meetings with principals, assistant principals, content coaches, etc. and at district MTSS meetings
- Working with the Director of Accountability & Student Information, who guides data managers and AIG specialists at each school to ensure an accurate AIG headcount
- Working with the District MTSS Coordinator, who serves as a liaison to special populations, which includes AIG, EC, and ESL, to ensure that members of the teams that serve these populations of students are connected and informed
- Managing the AIG budget in collaboration with the Chief Financial Officer
- Meeting and collaborating with AIG specialists/representatives throughout the school year
- Ensuring consistent practices in screening and identification
- Organizing shared documents, resources, and communication strategies in a shared AIG Team Drive
- Maintaining the Advanced Learning web pages on the district website and in the Resource HUB
- Securing local funds and writing grants to support professional development related to serving AIG students
- Consulting with teachers and administrators in regards to the AIG program
- Organizing and hosting AIG Advisory meetings to share information and gather feedback
- Conducting annual student and parent/guardian surveys to help monitor the AIG program and inform adjustments
- Facilitating the Credit by Demonstrated Mastery (CDM) process and the district review of NC Governor's School applications for the district

- Participating in and leading professional development, including regional and state meetings for AIG coordinators
- Teaching and grading the AIG local endorsement course
- Serving as a volunteer regional lead/ mentor for Piedmont Triad AIG Coordinators

**\* 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.

In Davie County Schools, our AIG specialists are not only highly trained—they are involved in every aspect of supporting gifted students through the implementation of the AIG plan. They serve students in a variety of settings and roles, whether providing services directly or indirectly to ensure gifted learners reach their full potential.

They play unique roles at each grade level while following the same commitment: helping students grow through appropriately challenging, differentiated instruction.

At the elementary level, AIG specialists:

- Nurture advanced potential in K-3 students, even before formal identification
- Provide services for identified students through small groups or whole-class lessons
- Collaborate with classroom teachers to offer strategies and resources
- Serve as advisors and activity sponsors, such as for Spelling Bees
- Support families by offering consultation and communication around student progress

In middle school, AIG specialists/representatives take on a dual role:

- They teach at least one of the advanced ELA or math courses in the continuum
- They also support general education teachers by sharing strategies and helping differentiate instruction for AIG students
- Like in elementary grades, they advise student groups and contribute to extracurricular learning opportunities

At the high school level, the Lead AIG Specialist and District AIG Coordinator:

- Help manage gifted student rosters and communication
- Guide students through opportunities such as Governor's School applications
- Offer support, resources, and advising—even if they don't directly teach classes

In addition, several teachers and instructional support staff across the district have completed Davie County's Local AIG Endorsement course or passed the national Praxis exam for Gifted Education. While they are not AIG specialists by title, their training enables them to provide informed, effective support to gifted students.

Across all schools, AIG specialists:

- Participate in Professional Learning Teams (PLTs)

- Facilitate Gifted Services Team (GST) meetings
  - Lead the identification process, documentation, and Differentiated Education Plans (DEPs)
  - Represent the AIG perspective on district teams and decision-making groups
- Specialists meet at least quarterly with the district AIG coordinator in dedicated work sessions to reflect, plan, and share resources. Weekly collaboration among elementary specialists and constant communication through texts and emails among all specialists ensures consistency and innovation across the district.

Davie County Schools ensures that AIG specialists stay current and well-supported. They participate in:

- State and district initiatives such as digital/personalized learning, growth mindset, and math and literacy training
- Professional development to meet students' social and emotional needs
- Regional and state AIG workshops and conferences, such as the annual NCAGT conference
- National conferences, when accessible
- Special populations meeting and data dives facilitated by the District MTSS Coordinator

This ongoing learning helps them bring new and effective strategies and a whole-child focus to their work with gifted learners.

#### \* **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.

Davie County Schools is committed to equipping all staff who serve gifted learners with the knowledge and tools they need to support student success. As a district, we have established clear professional development expectations for teachers, instructional specialists, student services staff, and school administrators.

Professional development in Davie County is designed to align with the district's strategic plan, the High Reliability Schools (HRS) framework, and the needs of all learners, including gifted students. Over the next three to five years, the district will focus on intentional, high-quality training that strengthens instruction through the district's Instructional Framework, which emphasizes planning, instruction, reflection, and a strong learning culture. District plans, such as the District PD Plan, the MTSS Implementation Plan, and the Math & ELA Plan, outline the differentiated training that is needed and will be offered to meet the needs of all learners, including underrepresented populations like twice-exceptional and multilingual learners. Each school develops its own professional development plan based on the needs of the learners and staff.

Highlights of the ongoing efforts include training on :

- Standards-based learning with priority standards and proficiency scales
- PLT facilitation, including PLTs for subgroup specialists
- High Reliability School framework and guaranteed and viable curriculum
- Literacy, including text complexity
- Math, including Foundations of Math, number sense, and math fluency
- Small group instruction and structure for secondary

- Blended learning

Meeting the needs of gifted learners is stressed at the high school level as well. Teachers of honors courses at the high school level have received training and support based on the Honors Coursework guidance from the state. Teams of teachers have and will continue to complete Canvas modules and artifacts detailing and demonstrating the use of research-based and effective instructional practices in their honors classrooms. Teachers who wish to offer new honors courses must complete this process as well. Teachers of Advanced Placement (AP) classes continue to participate in subject-specific College Board Summer Institutes, and the number of courses offered continues to grow.

At the start of this plan cycle, the district's AIG Coordinator and AIG Specialists will present an overview of the updated AIG plan to all school staff and administrators during school staff meetings. This presentation will help ensure that everyone understands the district's approach to identifying and serving academically or intellectually gifted students. Work done in PLTs and coaching will support teachers in using advanced instructional strategies to meet the needs of high-performing and gifted learners. These opportunities ensure advanced courses are rigorous, equitable, and appropriately challenging for gifted students.

Davie County provides a Resource HUB for staff that includes the AIG "Booster Shots" from NCDPI. Staff may complete the series at any time. The district organizes a conference-style professional development day called Davie Experience for teachers to lead sessions and share best practices; AIG specialists have presented or been part of teams leading sessions about differentiating for advanced learners. AIG orientation is also included in onboarding for all new staff. AIG sessions are led by the district AIG coordinator and the lead AIG specialists for beginning teachers during the Beginning Teacher Academy and the New-to-DCS Day training sessions held at the beginning of the school year. An AIG overview module has been added to the new Instructional Assistant course. The sessions and the module are an overview of AIG in Davie County Schools and include information on identification, services, and provide a better awareness of gifted behaviors.

The district offers a 30-hour hybrid AIG local endorsement course, giving teachers without formal AIG licensure a pathway to become better equipped to serve gifted students. Participants complete self-paced online modules and attend in-person sessions, culminating in recognition at a Board of Education meeting. Teachers who pass the Praxis for Gifted Education after completing the course are reimbursed for the exam fee. Principals use the list of locally endorsed teachers to make thoughtful decisions about classroom assignments involving advanced learners.

Moving forward, AIG staff will continue to collaborate with other departments, such as EC, ML>Title III, and student services, to provide holistic support for gifted learners. This collaboration will become more focused with the help of the MTSS Coordinator acting as a special populations liaison.

Davie County regularly gathers input from educators through surveys, roundtable discussions, and feedback from professional development events to shape future offerings.

Through these efforts, Davie County Schools aims to ensure that every educator working with gifted learners is informed, supported, and empowered to help students thrive. This approach reflects our belief that gifted education is a shared responsibility and that access to quality professional development is essential to achieving equity and excellence for all students.

\* **Practice D**

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

Davie County Schools is committed to ensuring that academically and intellectually gifted (AIG) students receive high-quality instruction from educators who are well-prepared and appropriately trained to meet their needs. While classroom teachers do not currently receive additional compensation for earning the AIG add-on license, we recognize the importance of placing gifted learners with the most qualified and effective educators available.

To that end, our district has taken several proactive steps to strengthen the qualifications of teachers working with gifted students and to ensure thoughtful classroom placement decisions:

- Prioritizing Licensure: Whenever possible, principals place AIG-identified students with teachers who hold a North Carolina AIG add-on license.
- Locally Endorsed Teachers: Davie County has developed a 30-hour hybrid AIG professional development course that meets local endorsement requirements. Teachers who complete the course receive a certificate of local endorsement and are recognized at a Board of Education meeting.
- Praxis Support: Teachers who go on to pass the Praxis exam for AIG licensure after completing the hybrid course are reimbursed by the district for the cost of the assessment.

Each year, a list of teachers who complete the local endorsement course is shared with principals, allowing school leaders to be more intentional when scheduling classes with gifted students.

At the elementary level, AIG students are clustered in classrooms based on the following teacher qualifications:

1. Holds the AIG add-on license
  2. Completed or currently enrolled in the district's 30-hour hybrid AIG course (locally endorsed)
  3. Demonstrated effectiveness with advanced learners, using multiple data sources such as EVAAS growth scores or success teaching above-grade-level content
- At the middle school level, students are grouped more homogeneously in advanced courses. Typically, the AIG specialist teaches gifted students in ELA or math. Other advanced courses are taught by regular classroom teachers who
1. Hold the AIG add-on license
  2. Are locally endorsed through the 30-hour course
  3. Have additional licensure in upper-grade subjects (e.g., 9–12 math certified teachers)
  4. Show a record of success with advanced learners based on EVAAS or other indicators

At the high school level, counselors collaborate with students, families, and staff to ensure proper placement in advanced coursework that aligns with students' strengths and goals.

Principals consider special qualifications for teaching higher-level learners as they create a master schedule and assign advanced courses to teachers.

- Teachers of honors courses are highly encouraged to complete the 30-hour hybrid course for local requirements, and priority is given to those who have completed the AIG add-on or the local requirements.
- Honors-level teachers should have demonstrated success teaching higher-level students and have completed the Honors Coursework course. The course contains documentation for each Honors course that outlines the difference in content, approach, and assessments for honors-level courses, including extensions, special projects, and higher expectations.
- Advanced Placement (AP) Teachers complete Advanced Placement training with the College Board before teaching an AP course, often have advanced degrees, and should also have demonstrated success in working with advanced students (EVAAS data, AP scores, and other data).

Through these layered strategies, Davie County Schools ensures that AIG students are placed in classrooms where their academic, intellectual, and social-emotional needs are met by teachers who are equipped to support their growth and development.

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

Davie County Schools is committed to maintaining a highly effective, well-prepared, and empowered staff that is dedicated to helping all students thrive, including our academically and intellectually gifted learners. Our district's Strategic Plan outlines clear priorities that support this vision, including:

- Recruiting, onboarding, and retaining highly effective educators
- Providing opportunities for professional growth and advancement

- Fostering collaboration and developing leadership capacity across the district

Gifted education is intentionally woven into these districtwide priorities to ensure the district is developing and supporting the specialized expertise needed to meet the unique needs of gifted learners.

All Davie County educators have access to professional development and support aligned to student learning goals. For teachers who serve gifted students, this includes:

- Access to gifted-specific materials, strategies, and resources
- Opportunities to collaborate with AIG Specialists and peers in professional learning teams (PLTs) and professional learning communities (PLCs)
- Coaching and modeling support from district content and instructional coaches
- Shared learning opportunities across grade levels and departments to ensure consistency in serving advanced learners

This collaborative infrastructure empowers teachers and encourages instructional alignment and innovation. When AIG-licensed teachers are supported within content and grade-level PLTs, it leads to stronger services and better outcomes for gifted students.

Davie County has maintained a stable AIG team, with minimal turnover. When a vacancy for an AIG Specialist does occur, the district has a well-defined recruitment and hiring process. The AIG Coordinator works with Human Resources to post the position and lead a collaborative hiring process. A detailed job description and specialized interview questions guide the process to ensure that the best candidate is selected. All AIG Specialist positions require candidates to hold an AIG add-on license. School administrators are involved in the interview process to ensure strong alignment between building needs and candidate strengths. If a suitable candidate is not identified, the district AIG Coordinator and HR team take additional steps to recruit qualified professionals for the role.

Davie County will continue to offer the local AIG endorsement course to district educators across all grade spans and content areas.

**\* Practice F**

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

Davie County Schools is committed to creating an inclusive and equitable gifted education program where every student, regardless of background, has the opportunity to be recognized for their potential and supported in their growth.

A student's race, language, economic status, or disability should never limit their access to gifted identification or advanced learning opportunities. District practices, training, and professional development reflect this.

Throughout the district, educators receive ongoing support that focuses on high-quality instruction, differentiation, and equitable access to challenging learning experiences. For example, blended and personalized learning strategies are in place across schools, helping teachers deliver instruction that meets students where they are—academically and developmentally.

These methods empower all students, including those who may not be traditionally identified as gifted, to engage in rigorous and meaningful learning at their own pace and in ways that reflect their interests and strengths.

To support the district's goals, the Davie County AIG team is leading targeted professional learning efforts that help educators recognize indicators of giftedness in diverse student populations, including multilingual learners and twice-exceptional students, understand the difference between gifted behaviors and traditional academic achievement, and use inclusive and unbiased practices during the screening, referral, and identification processes

The AIG team is actively embedding strategies into all aspects of our program, including:

- Considering all students when developing and revising district AIG policies, processes, and procedures

- Organizing and sharing resources from trusted state and national gifted education organizations
  - Engaging in collaborative work with other departments and decision-making teams across the district to ensure the needs of all students are reflected in everything from curriculum development to school improvement planning
- AIG specialists serve on various school and district committees where they advocate for all students, including underrepresented students, and help shape practices that broaden access to advanced learning.

This work reflects Davie County Schools' unwavering belief that giftedness exists in every student group, and it is our responsibility to create systems, training, and mindsets that ensure every child has the opportunity to be seen, supported, and celebrated.

### \* **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.

Davie County Schools is committed to ensuring that AIG staff—both specialists and general educators—remain informed, connected, and continually growing in their capacity to serve academically and intellectually gifted students. Through strategic alignment with the district's vision, strategic plan, and the High Reliability Schools (HRS) framework, high-quality professional learning that supports student learning and growth for all learners, including those with advanced needs, is prioritized.

The district AIG team actively participates in state, regional, and local professional development opportunities that enhance both knowledge and practice. These include:

- Statewide Leadership and Networking:

- AIG Specialists are encouraged to attend the North Carolina Association for the Gifted and Talented (NCAGT) Spring Institute.
- The AIG Coordinator attends both statewide coordinator sessions and regional meetings to stay current on policy, practice, and innovative strategies. The AIG Coordinator also serves as a regional lead and mentor for the Piedmont Triad.

Insights gained from these events are shared districtwide to benefit all educators. AIG staff offer sessions on differentiation and best practices for advanced learners at Davie Experience, the district's professional learning conference. At the school level, AIG Specialists provide informal, site-based PD through PLTs and staff meetings, Gifted Services Teams, and coaching within their assigned schools.

The AIG Coordinator collaborates with the Curriculum & Instruction Department and content and instructional coaches to ensure the AIG perspective is infused into all district PD initiatives. As the district continues to move forward with standards-based learning, AIG specialists are included in the work of identifying priority standards and defining proficiency scales for each content area and grade level.

Davie County provides access to NCDPI's "AIG Booster Shots"—flexible, online modules designed for all staff to strengthen their understanding of gifted education. These modules complement other digital professional development resources offered districtwide.

With the implementation of the Honors Coursework guidance and course, high school teachers of Honors courses receive specific support and training. Teachers of AP courses receive subject-specific training through the College Board, ensuring alignment with national standards and student success.

An annual CDM information session is held for middle and high school administrators and counselors. Teachers involved in the CDM process receive additional support and guidance from the AIG Coordinator to implement fair and rigorous assessments.

Teachers across grade spans may enroll in our 30-hour hybrid course, which meets local endorsement requirements. The course blends independent learning with face-to-face cohort sessions, providing hands-on strategies for challenging gifted learners and preparing educators to take the Praxis for AIG licensure, if they choose. Participants may borrow the required book and complete the course at no cost.

Davie County also supports participation in gifted education conferences and workshops outside the district (based on available funding), including events sponsored by the Piedmont Triad Education Consortium (PTEC) and specialized training provided by the NC Center for the Advancement of Teaching (NCCAT) or other recognized professional organizations.

Members of the AIG team serve on various school- and district-level teams and committees. Their active involvement ensures the needs of gifted learners are considered in all instructional planning, best practices in gifted education are embedded in broader professional learning initiatives, and that the goals of the AIG plan are upheld and visible across all areas of the educational experience.

In Davie County Schools, professional learning is not a one-time event—it is a continuous journey. By supporting both district-initiated and external professional development, we empower our educators to grow in their practice and, ultimately, better serve the unique needs of gifted students across the K–12 continuum.

### \* Ideas for Strengthening the Standard

- Consider adding extension (and intervention) examples to all content trainings for all grade spans
- Continue to promote the local endorsement course and consider adding a summer cohort
- Explore other ways to support teachers who have completed the local endorsement course and/or are certified and those who are teaching advanced classes/courses based on need

### Planned Sources of Evidence

* AIG licensure reports	
* Records of professional development	
* Local endorsement course enrollment and completion	
* School and student schedules	
* AIG processes and procedures	
* Meeting and PLT agendas/minutes/documents	
* District and School PD Plans	
* MTSS Implementation Plan	

\* DCS Math & ELA Plan

Type	Documents Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 <a href="#">DCS AIG Glossary</a>  <a href="#">DCS AIG Appendix</a>

**Standard 5: Partnerships****Davie County Schools (300) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0****Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

Davie County Schools understands that gifted students thrive when schools and families work in partnership. The AIG program is committed to creating welcoming, two-way relationships with parents/guardians, rooted in clear communication, trust, and shared goals for student success.

Schools use a variety of tools to keep families informed and engaged in their child's AIG experience. These include:

- Personalized letters for placement and services
  - Parent/guardian conferences
  - Quarterly progress reports at the elementary level
  - Annual AIG meetings
  - School newsletters and weekly updates
  - Surveys to gather feedback
  - Digital communication through email, phone calls, Google Classroom, Remind, and Class Dojo
  - Updated school and district websites, including a dedicated AIG webpage with contact information and resources
- An AIG Parent Brochure is available in English and Spanish, which answers frequently asked questions and connects families with their school AIG specialist. To gather input, a QR code-linked online Suggestion Box is located on the district website, giving families a simple way to share feedback at any time.
- Each school level hosts events throughout the year to provide helpful information and build community:
- Elementary schools offer hands-on Curriculum Nights, where families can explore student work and learn about academic programs.
  - Middle schools provide a spring transition session for rising 6th graders, where AIG services and social/emotional topics are discussed.

- Davie County High School hosts an annual Curriculum Night and a special AIG transition session for rising 9th graders—perfect for families already thinking about advanced coursework, leadership opportunities , and college planning.

Both the high school and early college welcome families with events like FAFSA support nights, parent conferences, and informational sessions throughout the year.

AIG Specialists and the AIG Coordinator actively share resources and opportunities that can enrich gifted learners' experiences beyond the classroom with families through in-person information sessions, links, documents, and videos on the AIG webpage, newsletters, and messenger texts and emails.

Parents and guardians don't just participate—they help guide the program. The AIG Advisory includes at least one parent or guardian from each school and at least one student from each grade span. These representatives meet at least twice a year to provide input, promote family engagement, and advocate for the needs of gifted learners across the district.

AIG specialists are highly engaged in the life of the school and the well-being of their students. They support student leadership through clubs like Beta Club and events like the Spelling Bee. They offer character education lessons and collaborate with counselors when social-emotional concerns arise. Some of them serve at Camp Discovery, a district summer opportunity for identified rising 5th and 6th graders. They maintain strong, ongoing relationships with students and families throughout their academic journey.

#### **B**

\* **Practice** 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.

Davie County Schools is proud to partner with local businesses, nonprofits, colleges, and civic organizations to provide meaningful and engaging opportunities for all students. These partnerships help extend learning beyond the classroom and expose students to real-world experiences that align with their talents, interests, and goals. As a small, rural district, the school system is fortunate to have strong community support that directly enhances educational opportunities for all students, particularly high-achieving and gifted learners.

Davie County Schools collaborates with local colleges to offer academic enrichment and dual enrollment:

- Davidson-Davie Community College (DDCC): Through the NC Career & College Promise program, DDCC offers dual enrollment courses for high school students to earn college credit while still in high school.

- Various Community Colleges, Colleges, and Universities: Catawba College has provided guest speakers, STEM workshops, campus tours, and hands-on science field trips. Other post-secondary institutions, such as High Point University, Appalachian State University, and UNC-Greensboro, have hosted student groups and have provided guest speakers and admissions representatives for lunch and learns and College Days.

Community businesses provide valuable experiences that help students connect their learning to real-world careers. Middle and high school Career Development Coordinators organize guest speakers, field trips, career expos, job shadowing, internships, and apprenticeships for middle and high school students. The district partners with Davie Connect to allow all seventh-grade students the opportunity to participate in Manufacturing Day, where they visit local businesses to explore career pathways. Additionally, the Davie County Chamber of Commerce, Davidson-Davie Community College, and Davie County Recreation & Parks all partner with us to host the Annual Careers on Wheels Day that allows our fifth-grade students the opportunity to visit multiple businesses and industry partners to support career exploration. The district celebrates Career Development Month in November by providing a variety of career activities and events during the month.

The CTE / STEAM Business Advisory Council, which includes civic, business, and education leaders, plays a key role in supporting students, including gifted students at Davie High. Members often host teachers for summer externships to learn more about the skills and education needed for future employees.

Students benefit greatly from vibrant partnerships in the arts. The NC Arts Council supports this through its annual Grassroots Arts Grant, which brings community artists into schools for residencies and performances. The Davie County Arts Council also sponsors additional arts programs for our elementary schools. Ashley Furniture, through its Ashley for the Arts initiative, contributes \$10,000 annually in mini-grants for art teachers to purchase needed materials and equipment. In addition, they provide \$1,500 in student scholarships and ongoing support for the annual Arts Smart Festival.

Schools and grade levels also partner with the local and state agencies. Examples include incubating and hatching eggs in 2nd grade, participating in the soil and water conservation day in 4th grade, and a visit from the mobile soil classroom in middle school.

Local foundations help fund high-impact enrichment programs. The Davie Community Foundation supports the STEAM Boot Camp and Camp Discovery. Boot Camp is a summer opportunity for rising 9th graders to give them a head start on Freshman Academy at Davie High. Students learn processes and procedures, develop leadership skills and durable skills, and learn about the distinction pathways available to them. While STEAM Boot Camp is for all students, the majority of the county's students will attend Davie High, and that includes gifted students. Camp Discovery is specifically for rising 5th and 6th-grade identified students and incorporates STEM components and strategies to build critical thinking, problem-solving, and collaboration among participants. Other grants from DCF are used to serve students across the district. Davie Community Foundation also provides teacher grants and student scholarships.

Davie County Schools believes that partnerships should be mutually beneficial. The district partners with other county agencies, such as the Davie Community Park, to offer facilities for use in community events and for student presentations and performances. ArtsSmart is held at the Mebane Education Center in conjunction with the Community Park each spring. Students, including AIG students, volunteer throughout the county as part of the service requirements for various clubs, organizations, and schools. The Davie Community Foundation sponsors the S.U.R.F. Board (Students Understanding Real Foundations). High-school students raise money and award grants to youth-led projects in Davie County. This opportunity provides leadership opportunities and offers students a chance to serve the community. Students learn the value of giving back through real service—supporting local causes, assisting at events, and developing leadership skills that serve them for life.

#### \* 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.

Collaboration between families, educators, and students provides the best decisions for students. This shared effort is supported through the AIG Advisory, a dedicated team that helps guide and improve the AIG program across all grade levels.

Each year, AIG specialists recruit a diverse group of stakeholders to serve on the AIG Advisory. This team ensures that all schools are represented and that each grade span (elementary, middle, high) has a voice. A mix of parents/guardians, general education teachers, content coaches, and school administrators is included. Many of the parents/guardians are owners of local businesses or leaders in the community. Students themselves (from middle and high school) contribute their perspectives. This inclusive structure helps the Advisory reflect on the real needs and strengths of the AIG program.

The AIG Advisory Committee meets at least twice each year, with additional communication taking place by email. During these meetings, the group reviews the current AIG program and identifies areas of strength and need, provides input on updates and revisions to the AIG Plan, analyzes data from the annual student and parent/guardian surveys, and discusses funding, new initiatives, and long-term goals for gifted services

The committee works closely with the district AIG coordinator and AIG specialists to ensure their feedback is heard and used to improve programming.

Parent and guardian members play a vital role in the committee. They are encouraged to be the “eyes, ears, and voice” for gifted education in the community by sharing what they hear from other parents and students, helping to gather feedback from different neighborhoods and school communities, spreading information about the AIG program, and advocating for gifted learners.

This model builds strong partnerships and helps ensure that decisions reflect the voices of those who know students best.

#### \* 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.

Davie County Schools understands that strong communication is the foundation of family and community engagement. The district is committed to sharing timely, accessible, and accurate information about our AIG program with families, educators, and the wider community.

A variety of tools and strategies are used to keep everyone in the loop, no matter their preferred method of receiving information.

- The AIG Plan is presented publicly at a Board of Education meeting, which is open to all, broadcast locally, and recorded on YouTube.
- The district AIG coordinator shares important AIG updates with school leaders during regular principal, assistant principal, and staff meetings. Information is also shared during other district and department meetings.
- The most current version of the AIG Plan is always available online on the Davie County Schools AIG webpage.

At each school, AIG specialists share program information and updates directly with families and staff:

- Annual parent information meetings are held at each school. Presentations from these meetings are linked on the district AIG webpage for easy access.
- Specialists also meet with Gifted Services Teams (GSTs) and teachers to ensure everyone understands new policies, services, and plan revisions.
- Time during school staff meetings is used to share information on identification and the referral process.
- Coursework for the local endorsement course includes information and updates.

A wide variety of platforms and methods are used to reach parents and students:

- Infinite Campus Messenger: Sends automated calls, texts, and emails to share key announcements (like AIG surveys or CDM opportunities).
- Canvas, Remind, and ClassDojo: Frequently used to connect with families and students across grade levels.
- Websites, flyers, student handbooks, and registration materials are regularly updated with AIG-related information.
- District and school social media (Twitter, Facebook), as well as the School Matters newsletter, help keep the broader community informed.
- In-person meetings, such as the 9th-grade information session during Explore Davie, and conferences, such as parent/guardian and teacher conferences, continue to be an effective way to share enrichment opportunities and updates.

Communication needs vary by age, so efforts are tailored accordingly. At the elementary level, paper flyers, school signage, and teacher apps are especially effective. At Davie County High School, students and families receive announcements through digital signage, websites, and student-led messages. Career expos, internships, and enrichment opportunities are promoted this way. Other opportunities, like field trips and guest speakers, are shared through homeroom meetings, Remind, and the website. At Davie County Early College High School, the small size allows for highly personal communication through seminar classes, direct outreach, and digital tools.

All key documents and materials are translated into Spanish and are available on the district and school AIG webpages. The AIG Brochure, available in both English and Spanish, offers an overview of the program, identification process, FAQs, and contact information, and is handed out at Open Houses and Curriculum Nights.

#### \* Ideas for Strengthening the Standard

- Explore resources for families to better understand gifted learners/children/development
- Evaluate the AIG Advisory meetings to look for ways to guarantee their effectiveness in the process of continuous improvement.

- Convene focus groups of stakeholders determined by data gathered from the annual AIG Surveys
- Seek out other partnerships to create opportunities for students such as a district STEM night, a math fair, and a science fair

### **Planned Sources of Evidence**

* All communication records/documents, including materials from events, brochures, etc.
* AIG Advisory participant list, meeting agendas, and materials
* Records of partnerships, including involvement and financial support

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A		 <a href="#">DCS AIG Glossary</a> .  <a href="#">DCS AIG Appendix</a>

### Standard 6: Program Accountability

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

#### \* Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-8 {Article 9B}), 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.

Every three years, Davie County Schools develops or updates a written local AIG Plan in accordance with state legislation and policy. The AIG Coordinator and members of the District AIG Team gather input and feedback through a variety of ways, including surveys, meetings, and discussions.

To ensure the plan meets the needs of the students, a variety of data sources, including but not limited to, academic performance data for AIG students, student headcounts and demographic information, annual surveys completed by AIG students and their families, annual surveys completed by staff, high school course offerings, and academic rigor, AIG certifications and qualifications of our staff is reviewed.

As mentioned previously, the district AIG team consists of AIG specialists representing each elementary and middle school; the district MTSS team consists of the Chief Academic Officer, members of the District Curriculum Team, the District MTSS Coordinator, the Director of Exceptional Children and Student Services, the Director of Accountability and Student Information, and a school psychologist; and the AIG Advisory consists of parents/guardians, teachers, and administrators representing each school and grade span. During meetings and discussions with those stakeholders, feedback is collected that is used during the revision process.

To guide the development of this plan, the district AIG team gathers input through annual surveys of students and parents/guardians across all grade levels and district staff. Each year, the AIG Advisory team reviews data from the annual surveys using a structured data protocol. This helps identify strengths and areas for growth in the AIG program and aids in setting priorities for each year. The AIG Coordinator, AIG specialists, and the AIG Advisory will use the survey data, along with other shared data, to create goals for the program each year. Data collected from the surveys is shared and reviewed with different stakeholders, including the district AIG team, the district MTSS team, and district and school administrators.

Beginning this year, the MTSS Coordinator, who also serves as a liaison to special populations (EC, MLL, and AIG), met with the district AIG team for a data dive where sets of academic data for advanced learners were analyzed. These bi-annual data dives will continue in the future to help the team look for patterns and areas for improvement.

The district AIG team completes a self-assessment of the practices related to the NC AIG Program standards. Additionally, the coordinator attends state and regional meetings and participates in webinars to stay informed and enhance the planning process. Drafts of each standard are then shared with the district AIG team, the AIG Advisory, and school/district administrators for further feedback.

The final plan is presented to the Board of Education for approval and submitted to the NC Department of Public Instruction for review and comments.

If a practice in the approved plan needs to be amended during the three years of implementation, the amendment will be presented to the Board of Education for approval and then submitted to NCDPI.

#### \* 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.

In Davie County Schools, the local AIG (Academically or Intellectually Gifted) plan is primarily monitored by both our AIG Specialists and the district AIG Coordinator to ensure it is being implemented effectively.

The plan is shared with all stakeholders, with changes emphasized within principals' meetings, faculty meetings, etc. The AIG Coordinator meets with principals and their assigned AIG Specialists annually to discuss services for the upcoming year, listen to concerns, and problem-solve any issues.

School-level Gifted Services Teams (GSTs), led by AIG specialists, ensure plan implementation with fidelity within each school. Each grade span has a checklist of the events, assessments, meetings, etc. that must be completed throughout the year. The AIG Coordinator and the AIG Specialists use these checklists to continually monitor the work being done. AIG Specialists also maintain ongoing communication with classroom teachers to ensure that the academic needs of gifted students are being met.

School and district administrators use the plan during their planning processes to clarify expectations and to review the performance of AIG students across schools.

The plan is revisited at least four times a year during district AIG work sessions to track progress toward goals and identify areas for improvement. The AIG Advisory reviews portions of the plan during each meeting. Updates and data are shared and discussed to evaluate effectiveness and determine areas of focus. The plan is also discussed during parent events, and input is actively sought through annual surveys from both parents/guardians, students, and staff.

\* **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.

In Davie County Schools, the AIG (Academically or Intellectually Gifted) program budget is carefully developed and monitored by the district's Chief Finance Officer and AIG Coordinator.

While the state provides an annual AIG allotment, it is not enough to fully fund the program. To ensure students continue receiving high-quality services, the district supplements state funding with local funds. These additional resources are essential for covering the full employment costs, including benefits and local supplements, of the AIG specialists, all of whom are experienced, highly skilled educators.

Despite these challenges, AIG specialists are fully integrated into the district's and schools' continuous improvement efforts. They are encouraged to take part in relevant training opportunities and may request funds to support their professional development, classroom resources, and instructional tools.

As part of the Curriculum & Instruction Department, the District AIG Coordinator also has limited access to other funding sources—including local professional development funds, grants, and some federal dollars—that can be used for targeted AIG support when needed. Software and other content materials and resources are purchased for use across the entire district for all students. Members of the Curriculum and Instruction Team and the content coaches develop budgets and plans for materials and resources to be purchased aligned with district data and initiatives. These budgets and plans are shared in district staff meetings and meetings with school administrators.

\* **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.

The Director of Accountability and Student Information and the MTSS Coordinator work closely with school and district leaders to analyze data, including AIG data. At least once a year, they review both school-level and district-level data, including AIG student performance, with school and district administrators.

Twice each year, Davie County Schools conducts a districtwide AIG headcount to ensure accurate tracking of all formally identified AIG students. This data is analyzed by the district AIG team and shared with the AIG Advisory. Moving forward, the MTSS Coordinator will meet with the district AIG team annually to dive further into this data, as well as district and school performance data.

While most AIG students perform well in terms of proficiency, the district places a strong focus on academic growth, which is a better indicator of how well these advanced learners are being challenged. For this reason, the district relies on EVAAS (Education Value-Added Assessment System) data as a way to evaluate student growth and teacher effectiveness with

higher-level learners. The MTSS Coordinator also pulls data from various assessments, including benchmarks and NC Check Ins, to create a more comprehensive look at student performance for K-8 for BOY, MOY, and EOY. RTI Stored, mentioned previously and in the next practice, is used as a central way to collect and store all relevant student data.

At the classroom level, student progress is monitored using CFAs, or common formative assessments. Students are grouped and regrouped based on their mastery of standards. Teachers work collaboratively in PLTs to determine interventions and extensions for students as they work towards mastery of the standards.

To further support AIG students, the District AIG Team has an Intervention Plan, which is used when concerns arise about a student's progress. This plan helps ensure that appropriate supports are in place and that student needs are being met.

At the high school level, Advanced Placement (AP), ACT, and SAT scores are monitored, as these assessments influence college credit, admission, and overall college readiness. Other key pieces of data that will be added are earned credits through dual enrollment and pathway completion, and credentials earned through CTE courses. The district is actively working to improve its graduation rate. After trying all interventions to try and keep a student engaged in school, a counselor will meet with the student and the parent/guardian to discuss dropping out. After the meeting, if the parent/guardian and student are still adamant to proceed, the student participates in an exit interview. Each case is examined individually to understand the reasons behind the dropout and to identify solutions. Historically, very few—if any—AIG students appear on the dropout list.

#### \* 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.

A central focus of the district AIG program is to ensure that all students have the opportunity to demonstrate giftedness in multiple ways, no matter what their racial, ethnic, economic, exceptionalities, or language differences are.

To cast a wide net, the district has several intentional strategies in place:

- Universal Screening: All 2nd-grade students take the CogAT, a nationally normed ability test. This ensures every student is allowed to demonstrate their strengths. The CogAT will be administered to students in screening pools in grades 3-8. All students are looked at each year during end-of-year meetings and GST team meetings.
- Use of Alternate Assessments: For English learners and others whose strengths may not be reflected in traditional measures, AIG specialists use additional tools like the Naglieri Nonverbal Ability Test (NNAT) and TONI-4 to provide a fuller picture of student potential.
- Ongoing Teacher Training: Teachers will be equipped with the tools to recognize gifted behaviors across cultures and exceptionailities. Teachers are key partners in referring students who may benefit from gifted services.

Once identified, students do not “age out” or lose their gifted identification. However, academic performance can fluctuate. Each AIG student’s progress is monitored regularly by a team that includes the AIG specialist, classroom teacher, and the school’s Gifted Services Team (GST). If a student is struggling, schools, teachers, and AIG specialists work collaboratively with families to put supportive measures in place. This may include student-teacher contracts, adjustments to services, or targeted interventions. There is a formal intervention process that can be activated to ensure we are meeting the student’s academic and social-emotional needs in a personalized way.

Davie County Schools utilizes RTI Stored as a centralized data platform to support identifying, monitoring, and evaluating the local AIG program. As a centralized data collection platform, RTI Stored collects and stores multiple data sources, including academic screeners, student grades, attendance, behavior, social-emotional data, and intervention records. This centralized system ensures consistency in tracking student progress across schools, making it easier to evaluate the effectiveness of AIG services over time. The platform also has report features that allow for the disaggregation by race, ethnicity, gender, socioeconomic status, language proficiency, and exceptionailities. Through the reporting features, Davie County Schools can identify and address equity gaps in AIG identification, services, and retention, monitor trends over time to ensure that underrepresented populations are not systematically excluded from gifted programming, and support decision-making that aligns with equity-focused policies and inclusive practices. RTI Stored also exports all data to allow for additional analysis to see long-term trends, such as dropout and retention rates. The district AIG Coordinator and the MTSS Coordinator will review the district’s demographic and performance data to help track trends and ensure efforts remain equitable and effective. This information is shared with the district AIG team and with the AIG Advisory, which supports the AIG program by helping to reflect, refine, and continually improve how gifted students are served, especially those from historically underserved groups.

The district MTSS Coordinator also serves as the Special Populations Liaison, serving as a bridge between AIG, ESL, and EC. As this role continues to evolve, collaboration between the three will allow for more discussions and better understanding around identification services for students whose exceptionality may mask giftedness or those who are twice-identified or thrice-identified.

\* **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.

In Davie County Schools, high-quality teachers are key to student success, especially when working with academically and intellectually gifted learners. All AIG Specialists and the District AIG Coordinator are fully certified by the state of North Carolina in gifted education. All paperwork and documentation is maintained and signed by licensed AIG personnel at each school.

The District AIG Coordinator works closely with the Human Resources Department and the other personnel to maintain up-to-date records on all staff who work with AIG students, including:

- Teachers who are state-certified in AIG
- Teachers who have completed the Local AIG Endorsement
- Teachers qualified to teach Honors and Advanced Placement (AP) courses

The district is actively expanding the number of classroom teachers with additional training and certification in gifted education, to ensure more students benefit from knowledgeable and responsive instruction. To build capacity and help classroom teachers better understand and serve gifted students. Davie County Schools offers a Local AIG Endorsement course. This course has led to an increase in teachers who are either locally endorsed or state-certified, with several participants going on to pass the Praxis Gifted Education exam, a national measure of gifted education knowledge. This information is shared with principals and administrators to ensure teacher qualifications are considered when creating class schedules and assigning students.

Teachers who are not AIG-certified are supported by AIG specialists, who provide instructional guidance, collaboration, and consultation to ensure students continue to receive appropriate services in the general classroom setting.

\* **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.

A strong AIG program is built not only on research-based practices, but also on the voices of our students, families, educators, and community. Davie County Schools prioritizes collecting ongoing feedback from all stakeholders to evaluate the effectiveness of our AIG services and make meaningful improvements.

The AIG program actively seeks feedback from AIG students and their parents or guardians each year through:

- Annual AIG Surveys: Separate surveys are distributed by grade span (elementary, middle, and high school) to AIG students and their families. This helps to understand what's working and what needs improvement at each level.
- School-Specific Data: Each school receives data specific to its students and families, while the district-level AIG team and AIG Advisory Council analyze broader trends.
- Community and Student Input: Parents/guardians and students serve as representatives on the District AIG Advisory, sharing personal experiences and helping guide district decision-making. The AIG Advisory meets at least twice a year. A QR code for a district AIG feedback form is located on the AIG webpage. Anyone may provide feedback, and it may be anonymous if the responder wishes. The form is checked weekly, and any concerns or questions are addressed.

- DEP Conferences and Curriculum Nights: AIG teachers and school staff gather informal feedback from families during Differentiated Education Plan (DEP) meetings, parent-teacher conferences, and school events focused on curriculum and services.
- Student Conversations and Class Feedback: AIG specialists regularly engage students in classroom discussions, check-ins, and brief surveys to understand how they feel about their learning experiences.

The AIG program recognizes that teachers, counselors, and administrators offer critical insight. To support ongoing program refinement, the district AIG team and/or the district AIG Coordinator:

- Includes non-AIG educators and school leaders in AIG Advisory meetings to bring broader perspectives.
  - Encourages regular collaboration between AIG specialists and general education teachers, administrators, and student support staff.
  - Request feedback and input from those participating in the local endorsement course and those who have completed the course.
  - Facilitates ongoing reflection and feedback loops between the district AIG coordinator and school AIG specialists to discuss trends, concerns, and areas for growth.
  - Holds scheduled meetings between the AIG coordinator and school principals and district leaders where the AIG program is a standing topic of conversation.
  - The AIG Coordinator is a member of the District MTSS Team. Other members also include the Chief Academic Officer, the Digital Teaching and Learning Specialist, the Director of EC and Student Services, the Director of Accountability and Student Information, the District MTSS Coordinator, the lead school psychologist, and the Director of Federal Programs and CTE. The District AIG Coordinator works with district content coaches across the grade spans as well.
- Beyond the district, the AIG program stays connected to a wider network of professionals to ensure best practices:
- The District AIG Coordinator serves as a volunteer Regional Lead and mentor for the Piedmont Triad AIG Coordinators and engages regularly with regional AIG leaders and consultants from the NC Department of Public Instruction (NCDPI).
  - These statewide collaborations provide valuable external feedback, peer review, and professional insight to guide the continual improvement of the local AIG plan.

#### \* Practice H

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

Data plays a powerful role in helping the AIG program continually strengthen services for academically and intellectually gifted (AIG) students. At the same time, it is important to protect student and staff privacy. The balance is to share meaningful, relevant information about the AIG program with the public while maintaining confidentiality for individuals.

Each year, the Director of Accountability and Student Information provides the Board of Education with an overview of performance data, which includes AIG subgroup results from end-of-grade and end-of-course assessments and ACT and SAT results. This data helps inform decision-making and highlight areas of success or needed improvement. These reports are also shared at a televised public Board meeting, shared with the AIG Advisory, and maintained at the school level in more detailed formats for internal use (e.g., individual student or teacher-level data).

The AIG Coordinator presents at various district meetings as requested. The AIG Coordinator is part of principal meetings, assistant principal meetings, and district staff meetings, is on the district Curriculum and MTSS team, and serves as an Instructional Partner for schools and administrators. AIG student enrollment data is regularly shared along with AIG program celebrations and concerns as they arise. The data includes demographic breakdowns to ensure that equity and access are monitored. This information is also presented to the AIG Advisory to guide meaningful discussions about identification, placement, and services.

Davie County Schools values feedback from students and families. Each year, the surveys are distributed to gather input through AIG student and parent/guardian surveys. Results are shared in thoughtful and purposeful ways. District-wide summaries are shared with all stakeholders, including families, school staff, and community partners. School-specific results are shared directly with AIG specialists and principals. When necessary, comments or feedback that may identify individual teachers are redacted or handled confidentially.

When updates are made to the local AIG Plan, the revised plan is first reviewed and approved by the Board of Education. The updated plan includes insights from the self-assessment process, ensuring it reflects current needs and aligns with state expectations. Once approved, the full plan is posted publicly on the Davie County Schools website, shared in meetings with school leaders and the community

### \* 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.

Davie County Schools values the role of families in supporting gifted learners. The district is committed to protecting student and parent rights through clear policies and procedures for all grade spans that are communicated consistently, whether through meetings, written notices, or the district website. These safeguards ensure that students and families are informed, supported, and empowered throughout their journey in the AIG program.

#### Informed Consent for Identification and Services - From the earliest stages of talent development, parents and guardians are involved in the process. This includes:

- Notification and Consent for K-3 Nurturing Services: If a student is recommended for pull-out nurturing with an AIG specialist, families receive a personalized letter and often a follow-up conversation with the classroom teacher.
- Districtwide Screening Notifications: All 2nd-grade students take the CogAT (Cognitive Abilities Test), and families receive a letter explaining the test and its purpose. Parents/guardians also receive written reports of their child's results. If students are screened using an alternative assessment or are screened as a result of being included in a screening pool, they receive a letter explaining the assessment, its purpose, and the results.
- Formal Identification Process: If a student is being considered for formal AIG identification, families are notified and invited to an informational meeting. If they accept services, a Differentiated Education Plan (DEP) is developed collaboratively and signed by both parents/guardians and staff, ensuring informed participation.

**Reassessment and Additional Testing** - The district recognizes that students develop at different rates, and opportunities for reassessment are part of the commitment to equitable access:

- Routine Reassessment: All students are considered for identification each year. If classroom performance, assessment data, and referrals indicate a need, students may be rescreened using a different form of the CogAT or another alternate assessment.
  - Parent/Guardian-Initiated Requests: Families can request additional evaluation through their school's Gifted Services Team (GST). If needed, assessments may be completed by the school psychologist or, in some cases, by a licensed private evaluator (with advance notice and adherence to district procedures).
- Transfer Procedures** - Students who transfer into the district from other locations are reviewed by the school Gifted Services Team (GST) to determine if they meet local criteria for AIG identification and services and/or if additional assessment is needed. Students maintain their identification and may be served as candidates until they meet the district's criteria, or they may be served through differentiation in the classroom. Families are informed of the decision and the next steps.
- Intervention for Underperforming AIG Students** - If a student who is already identified as AIG begins to struggle, our goal is to support—not remove—the student from services. An intervention plan may be developed in partnership with parents/guardians, outlining goals and supports. The plan typically runs for 9 weeks and is reviewed by the GST to determine next steps, including any needed adjustments to the student's DEP. Students are not “unidentified” simply due to temporary academic challenges. Instead, services are matched to evolving needs.

**Clear Procedures for Resolving Disagreements** - Sometimes, questions or concerns arise. Davie County Schools provides a five-level appeal process for resolving disagreements regarding AIG identification or services:

1. School Site Review:

- If parents/guardians disagree with screening, identification, or services, they shall first request a meeting with the principal, AIG specialist, and the child's teacher. The request must be in writing and no later than 30 days after disclosure or discovery of the facts giving rise to the concern. Other appropriate personnel may be requested to attend this meeting. The

parent(s) may also request in writing a conference with the school Gifted Services Team. The meeting should address the issue (specific issue, action, or decision), any violation of policy/procedure, and the desired resolution.

Following the school site meeting and review, the principal or GST shall provide a written response within 10 days of the meeting. This response will be sent to the parent(s), as well as the district AIG coordinator and superintendent.

#### 2. District AIG Review:

If the disagreement is not resolved at the school site, the parent(s) may appeal in writing within 10 working days to the district AIG coordinator and chief academic officer. They will review the case and request additional information as needed from the parent(s) or school/district staff. They will send an appeals decision letter to the parent(s) and the principal within 10 working days of receipt of the appeal.

#### 3. Administrative Review:

The decision from the district AIG review may be appealed in writing to the superintendent within 5 days of receiving the previous decision. The superintendent or the superintendent's designee will review all documents and respond or schedule and hold a conference with the parent(s), principal, and other school/district staff. The superintendent shall provide a written response within 10 days after receiving the appeal or holding the conference.

#### 4. School Board Review:

The parent(s) may appeal in writing to the Board of Education within 10 days of receiving the superintendent's response. The Board of Education will provide a final written decision within 30 days.

#### 5. State-Level Review:

If the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent(s) may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18-24(f).)

Attorney fees are not available to parents in the event they prevail in a due process hearing.

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#### \* Ideas for Strengthening the Standard

- Develop and revise processes and procedures specific to the AIG Plan to ensure consistency and fidelity of implementation.
- Revise surveys to align with AIG program goals as they are created each year using district data and stakeholder input.
- Collaborate with the Director of Accountability and Student Information and MTSS Coordinator to review data, learn more about Infinite Campus and RtI Stored capabilities, and align data being collected to the AIG program mission, vision, and goals
- Review and incorporate ways to monitor, share, and analyze data more effectively and efficiently

## Planned Sources of Evidence

* Documents in the Appendix
* AIG plan and documents from the Board of Education presentation and approval
* Meeting agendas and materials
* Budget reports
* AIG student data (headcount, assessment, etc.)
* Licensure and renewal documentation
* Student and parent surveys and results
* Meeting notes and self-assessment

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		<a href="#"> DCS AIG Glossary.</a> <a href="#"> DCS AIG Appendix</a>

**Davie County Schools (300) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

07/08/2025 

## AIG Related Documents

**Davie County Schools (300) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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

Phrase	Definition