Davidson County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 03-JUN-19
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Davidson County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Davidson County Schools local AIG plan is as follows:

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

Sources of funding for local AIG program (as of 2019)

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<tr>
<th>State Funding</th>
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Standard 1: Student Identification

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

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

District Response: The Davidson County School's AIG Program has made significant improvements during the 2016-19 plan cycle to develop screening and referral processes that are equitable and comprehensive K-12. All levels - elementary, middle, and high school - have consistent ongoing processes in place for referrals and screening. A major goal over the past two plan cycles has been to ensure students have multiple screening opportunities at various points throughout their educational years in Davidson County Schools. School-wide referral and screening processes are conducted at every school in the fall and spring. Transfer students are reviewed throughout the year, as well as individual referrals or appeals received from teachers, parents, or students. Each school site is required to have a school-based Gifted Education Team, which must include an administrator, to support the AIG specialist assigned to the school with reviewing referrals and screening nominations.

The referral process has been strengthened over the past plan cycle by working on consistency and transparency. Referrals can be made by teachers, parents, and students. In the past, the referral process was not transparent at each school. Many classroom teachers were unaware they could submit a referral to the program. District forms are available to document the referral in a consistent manner. The referrals are reviewed by the school's Gifted Education Team to determine if there is substantive qualitative and quantitative data to warrant screening for possible identification.

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

- Above-grade level classroom performance or working above average classroom peers
- Portfolio of student work products demonstrating advanced level performance
- Research-based teacher checklist assessing learning strengths and social/emotional needs
- K-2 literacy and/or mathematics assessments
- Quarterly Check-ins reading and/or mathematics assessments
- Reading and/or mathematics End-of-Grade and End-of-Course Tests

Screening:
Each fall, all third grade students in Davidson County are given a CogAT aptitude test, which is used in the screening process. The information collected in this universal screening is used to determine the need for further assessment or the decision that the child does not appear to need differentiated services from the gifted program at this time. Should the student need further assessment, the parent would then be notified and parent permission would be obtained before any further testing was administered for identification purposes. Documentation of this action will be placed in the student's AIG screening folder.

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

• An annual review of students who have test scores at the 85th percentile+ on the EOG
• A screen of aptitude scores at the 85th percentile
• A review of student academic performance
• Process to request referrals from teachers
• A process to review all transfer students (especially those who have been identified in other districts to ensure prompt attention to placement needs)

Any student transferring into Davidson County Schools who has been identified as eligible for gifted services in another school district will be reviewed for placement in the AIG program immediately. Upon receipt of the student's records, the Gifted Education Team will review the data and determine appropriate service options. AIG specialists will communicate with parents if any individual testing is needed to pursue placement in our district. All attempts will be made to make the best placement decision for any transfer AIG student and to use the available assessment data before conducting any additional testing.

Grades K-2: Formal screening and identification will be conducted at the K-2 level on an as needed individual basis. Classroom teachers or parents can refer students for screening. The written referral will be reviewed by the school's Gifted Education Team.

Grades 4-8: Each year, students' standardized scores will be reviewed by the school's AIG specialist to ensure on-going referrals, screening, and identification is occurring. The referral process will be reviewed with School Gifted Education Team and with teachers through grade-level meetings. If on-going documentation of a student's achievement indicates performance at advanced levels, teachers may submit a referral form to the AIG Specialist and the school Gifted Education Team. The team may determine if an additional aptitude assessment is needed for the student.

The Gifted Education Team at each school will assist with making decisions regarding screening and identification following the placement criteria.

Sweep screening will be conducted in early May in all elementary and middle schools, with follow-up testing occurring at the beginning of the following school year, should EOG scores indicate further
screening is needed. A screening list will be submitted for every school to the District AIG Program Specialist for review.

The decisions of the school's Gifted Education Team are monitored by the District AIG Program Specialist.

Grades 9-12: Screening is completed for any freshman in the fall who was being reviewed for identification in middle school. Transfer students are reviewed by the AIG specialists once cumulative records have been received from their previous schools using the placement criteria for grades 3-8. A process for self-referral and teacher referrals was outlined at each high school during the 2016-19 plan cycle. The referrals are reviewed through the School Gifted Education Teams and by the high school AIG specialist. The high school referral and screening process will be shared with each high school faculty annually.

**Practice B**

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

**District Response:** Davidson County Schools employs the following multiple criteria to identify students for the AIG program: student achievement, student aptitude, teacher observation of a student, and student performance. This process includes all efforts to review the entire school population to determine which students may need further assessment and/or placement in differentiated services for gifted education. The screening process will take place annually and will be an ongoing process throughout the year.

To develop a comprehensive profile for each student referred for screening, AIG specialists will gather current aptitude and achievement data on students to determine eligibility as Intellectually Gifted, Academically Gifted (reading, math, or both), or Academically and Intellectually Gifted. Initial aptitude testing will be conducted using the CogAT, a nationally normed aptitude test with local norms also available. A universal screening of all third grade students’ aptitude is conducted each year. Additional aptitude screening will occur each spring in grades 4-8 on students who are referred for screening. Achievement standardized testing data will be reviewed from state EOGs and/or ITBS, a nationally normed achievement test, to determine students who may need additional aptitude testing after the third grade universal screening.

Other criteria which may be used will include student's grades in the subject areas of reading and math and teacher observation ratings using a characteristics of giftedness observation tool. By gathering this information, we can develop a comprehensive learner profile to determine gifted potential. Identified students will be matched with the program service options that best meets their individual academic and affective needs. Multiple indicators of giftedness are considered. Information from these indicators will be used to develop a plan for AIG services.
To reveal aptitude in potential students whose ability may not be discovered with traditional measures, our district has used the CogAT nonverbal subtest to meet the needs of a non-traditional standardized test for Limited English Proficient students. Performance-based tasks are also utilized as another non-traditional measure to provide students with a more authentic assessment to show their potential giftedness.

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

K-8:

Intellectually Gifted (Aptitude Only)

Must meet one of the following:

98th percentile Composite

98th percentile Verbal Subtest

98th percentile Quantitative and Nonverbal Subtests

Academically and Intellectually Gifted (Aptitude + Achievement)

Students must meet both criteria for math and/or reading:

Aptitude 95th percentile on any subtest or composite

Achievement 95th percentile on any reading or math achievement test (BOG, EOG, EOC, or ITBS)

Academically Gifted (Multiple Criteria)

Students must meet 4 out the 5 criteria for math and/or reading:

Aptitude 85th percentile

Achievement 93rd percentile
Grades 93% in specific subject area

Student motivation 30+ on observation checklist

Performance Task rubric score 4

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

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

**District Response:** Davidson County Schools consistently monitors our AIG population demographics with the LEA demographic subgroups to determine if we are responding to under-represented populations. General overall efforts with screening, referral, and identification include:
- Multiple identification pathways to provide multiple sources of data and opportunity
- Universal screening which allows every student an equitable opportunity to be reviewed for the program
- Multiple entry points in elementary, middle, and high school
- Nonverbal assessments

An additional overall measure our district will be implementing in 2019-2020, to respond to our under-represented demographics in regards to screening and identification, is to review our local norms for students on the CogAT aptitude universal screening. After analysis of the 2018-19 CogAT local norms for our third grade students universal screening was compared with the national normed percentile ranks. It was determined several students could be referred for screening if the CogAT local normed percentile rank was used versus the national norm percentile rank. In addition, a school pilot will be implemented for school norming at one of our low socio-economic middle schools with a low number of identified AIG students during the 2019-2022 plan cycle.

After review of our LEA demographic groups represented in our district population, as well as using AIG headcount data, it has been determined economically disadvantaged, English Language Learners (ELL), and twice-exceptional students are our most under-represented populations of students in the AIG program. Intentional efforts have been designated for each of these under-represented subgroups. Other traditional underrepresented populations are represented in our program given the limited number of these students in our overall DCS student population.

In 2019-20, our district will have 15 Title I schools, which will include 13 Title I elementary schools, 1 middle school, and 1 high school. With an overall total of 18 elementary schools within our district, 13 elementary schools are Title 1, which indicates a high number of economically disadvantaged
students in our district. Currently, 47% of our total AIG elementary student population is from Title I schools, which is decrease from our previous plan with 59% representation. Our district had several feeder patterns to participate in Poverty Sensitive Training with Alessandro Montanaro from DPI throughout 2017-2018. Through this training teachers were provided with student characteristics, barriers, and strategies to meet the educational needs of students living in poverty. By providing structured talent development as early as possible, the full potential of high-ability, low-income students can be unmasked. The DCS AIG program provides structured talent development in Grades K-3 with an AIG specialist at every elementary school each week.

The Davidson County Schools’ AIG department collaborates frequently with the district's ESL department. Screening and identification processes are reviewed annually with the District ESL Instructional Program Specialist, and collaboration is ongoing to improve identification practices with ELL students. During third grade universal screening, the AIG and ESL program specialists provide a list of ELL students to ensure testing modifications and appropriate testing is provided at each school site. Currently none of our 510 LEP students are identified as gifted using our current testing and placement criteria. Testing criteria processes are reviewed annually to ensure specific guidelines and procedures for initiating alternate assessments, such as using the nonverbal portion only of the CogAT, as a means to try to identify students who may not respond to traditional measures. All ELL students who are Year 1 or Year 2 students in US schools are only assessed using the nonverbal aptitude subtest. This initial aptitude screening will be conducted with a translator. Once students exit the ELL program, they are given an opportunity for an additional full aptitude screening starting. Any student who exits the ELL program within three years or scores significantly high on the state WIDA ACCESS for ELL 2.0 Language Proficiency Assessment will be referred by the ESL specialist to the school AIG specialist to be included on the fall or spring screening list.

The DCS AIG and Exceptional Children departments will collaborate more intentionally to focus efforts on identifying twice-exceptional students. This collaboration needs to occur at the district and school level. It was our hope by clarifying an additional pathway in the 2016-19 plan for Intellectually Gifted students, that we may address the needs of some of our under-represented twice-exceptional students who may have a high aptitude percentile but may be lacking in academic achievement.

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

District Response: To ensure referrals, screening and identification processes are consistent and transparent K-12, testing and placement criteria documents and procedures are analyzed and reviewed annually for clarity and transparency. The District AIG Program Specialist provides district forms and screening timelines to AIG Specialist assigned to each school - this includes referral forms, screening list form, student profile, and placement/decision record. Each of the processes and timelines are outlined for the AIG Specialists in the DCS AIG Procedures and Guidebook. All applicable forms and documentation are maintained in a Google Drive folder with each AIG Specialist granted permission access for the forms.

All levels—elementary, middle, and high school—have consistent and ongoing processes in place for screening, referral, and identification, which is disseminated to them from the Davidson County Schools AIG Program. Each school is assigned an AIG Specialist to serve their school who oversees
the referral, screening, and identification process. The majority of referrals and screening occurs
during two windows in the fall and spring; however, referral and screening does occur throughout the
year for transfer students, Gifted Education Team referrals, and through the appeal process. The
District AIG Program Specialist shares information annually regarding referral, screening, and
identification with administrators K-12 at their leveled administrator curriculum meetings.

Each school site is required to have a school-based Gifted Education Team to support the AIG
specialist assigned to the school with reviewing referrals and nominations. The teams are comprised
of school personnel who have AIG licensure (when feasible) and school administration. The AIG
Specialist provides training each year to members of the Gifted Education Team on screening,
referral, and identification using the district's AIG Procedures and Guidebook.

School-based Gifted Education Teams have played a significant role with reviewing referrals and
resolving disagreements regarding screening and identification decisions. Gifted Education Teams
utilize equitable measures and procedures to identify students with academic potential who could
profit from further assessment and/or placement in differentiated services for gifted education.

All student forms and records from AIG referral, screening, and identification processes are
maintained in secure files to be kept at the school level. In addition, each specialist submits a
program file for each school to the District AIG Program Specialist in the fall and spring for internal
auditing. The program file compiles the screening data for each student who was referred screening.
The District AIG Program Specialist reviews each screening list and school nomination form for
identification. The identification nomination forms are used to enter student data into NC
PowerSchool for official AIG headcount data.

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

District Response: The DCS AIG program disseminates information regarding screening, referral,
and identification in a variety of formats. In an effort to be as transparent as possible, the DCS AIG
website includes a section on identification processes with a frequently asked questions section.
AIG specialists receive annual training to ensure consistency with screening, referral and
identification. During this training, AIG specialists receive information such as parent letters to
disseminate, screening timelines, and school program file forms. AIG Identification Refresher
sessions are provided to all school Gifted Education Team each school year to outline any revisions
to our screening procedures and to review the identification pathways and criteria.

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

District parent letters are disseminated to all third grade parents explaining the universal aptitude
screening using the CogAT. Parent permission letters, parent rights, identification pathways are sent to every student's parents involved in the screening and identification process.

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

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

**District Response:** The district AIG department maintains AIG identification program files for every school. The documentation in the program files includes a screening list which compiles the screening data for every student, the nomination log to enter into PowerSchool AIG Headcount database, a list of students who need additional screening, and verified checklist signed by their school administrator documenting individual student identification files have been created/updated. The school program files are submitted to the District AIG Program Specialist in the fall and spring. The files are kept in a secured location and archived for five years after review.

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

Once the student's identification placement and service level is decided, a plan will be created by the AIG specialist, classroom teacher, parents, and student which outlines the AIG services available to the student. The DEP meetings are to be held each year within the first two months of school. During these individual parent conferences, the AIG specialist will also explain the entire identification process and the specific AIG service options available to the student. A "Yellow AIG" folder with all AIG documentation will be maintained on each AIG student at the school level.

These files transition with students from elementary to middle then to high school.

**Ideas for Strengthen the Standard:**
- Monitor schools with low socio-economics levels or high minority populations to provide talent development opportunities for the highest performing students in their classrooms regardless of AIG identification

- Continue collaboration and consultation with the ESL and EC programs in regards to screening and identification
- Include specific information at professional development sessions on identifying under-represented gifted students to examine all of the factors that influence the process and definitions of giftedness.

- Continue to implement student self-referrals and teacher referrals consistently in every high school.

- AIG Identification Refresher professional development sessions for every school staff in 2019-2020.

**Sources of Evidence:**

- AIG Guidebook and Procedures
  
- Parent conferences, annual parent meetings, parent information sessions

- AIG Informational Parent Brochure

- District AIG website

- Parent Agreement Form: Parent/Student Rights in Identification Form

- Placement Criteria and Testing Procedures

- Individual Student Referral, Eligibility, & Placement Record

- Individual Student Identification/Record and School Site Decision

- Request for Additional Information for Nomination

- Nurturing Nomination Form

- DEP: Differentiated Education Plan

- Gifted Education Team Meeting Minutes

- Forms: AIG Screening List

- AIG Placement Criteria and Testing Procedures

- Observation Inventory

- Performance Tasks Grades 3-8

- Teacher (K-12) and Student Referral Forms (9-12)
Standard 2: Comprehensive Programming within a Total School Community

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

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Providing equitable AIG services K-12 continues to be the focal point of our AIG program. The delivery of service is based on the student's identification. Davidson County Schools offers a variety of service delivery options for elementary, middle and high school students by matching a student with appropriate service delivery options. This should be done using the criteria for placement specified for each option and the information collected about student needs. The information gathered in the identification process must match the placement option to meet the student's needs. If no appropriate service options are available to meet the student's needs, the school system will be responsible for designing an IDEP (an Individual Differentiated Education Plan). Students identified solely as intellectually gifted will also be provided with an IDEP to address their specific intellectual strengths, as well as their academic areas that are not reflective of their intellectual strengths.

K-3 Talent Development and Consultative Services
Our LEA provides a consultative model for kindergarten through third grade for formally identified AIG students. The classroom teacher and the AIG teacher will collaborate on differentiated activities and may provide enrichment groups. Students will be flexibly grouped for instruction within their classroom or within their grade level during RIME (Remediation, Intervention, Maintenance, and Enrichment) for Talent Development. Intentional efforts have been made during the past two AIG state plan cycles to provide daily talent development and more consistent consultative services for our K-3 students. Elementary AIG Specialist schedules must include an allotted time to provide talent development to each grade level K-3.

Grades 4-5 Enrichment/Extension Pull-Out

In the elementary school setting the enrichment/extension approach is used for students who are identified as gifted in fourth and fifth grade. Students are "pulled-out" of their regular classroom for the areas in which they are identified during RIME time or at the end of core instruction. Each AIG specialist provides AIG enrichment groups for reading and math using the DCS AIG Curriculum Extension Unit Guides. In some school situations with small numbers of identified students, the AIG program in collaboration with the school, may determine that a push-in approach may provide optimal delivery of AIG enrichment services. With this model, the AIG Specialist would co-teach with the regular classroom. AIG enrichment services are a supplemental layer to core instruction.

With the addition of intellectually gifted (IG) identification into our program, services to meet the needs
of IG students will be addressed individually with special support to help them with academic success while focusing on the student's intellectual strengths. Individual service plans will be developed for IG students. If data for an IG student indicates a strength in a specific subject area, he or she may receive pull-out services with AR, AM, AG or AIG students.

Grades 6-8 Content Area Differentiation
The Middle school AIG specialist works collaboratively with our AIG cluster teachers in math and ELA to plan lessons and deliver instruction within the advanced level, compacted classroom to AIG students. AIG students must be cluster grouped in classrooms with teachers who are willing and knowledgeable in how to differentiate in the regular classroom for advanced learners.

AIG students are cluster grouped in middle school based on their identification area. AIG reading students should be cluster grouped into advanced reading classes with other students who have advanced academic needs. AIG math students will be clustered grouped into compacted math classes with other advanced level students who meet the DCS compacted math criteria as outlined by House Bill 986. Compacted math classes in grades 6-7 follow a compacted math curriculum guide which combines 6th and 7th grade math standards for 6th graders, then 7th and 8th grade math standards for 7th graders, so in 8th grade advanced level math students will be enrolled in high school Math 1.

Special Note: Our district requires grades 4-8 to provide "clustering" for AIG students in classrooms to promote interaction with AIG peers to support social and emotional needs and as a strategy to assist classroom teachers and AIG specialists with differentiation and to assist with providing their service level aligned to their identification area.

Grades 9-12 Advanced-Level Coursework

Honors Courses: DCS Honors courses adhere to specific state standards designed to provide rigorous curriculum, instruction, and assessment.

Honors courses do require a teacher recommendation and/or prerequisites. If a student is not recommended, a course placement waiver can be submitted for enrollment into the honors course. Honors courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the NC Standard Course of Study.

Advanced Placement (AP) Courses: This service option is available at the high school level for students ready for college level instruction. Our high schools offer AP courses in all content areas through face to face classes, the Davidson County Virtual Academy, or NC Virtual Public School. These courses are first-year college entry level courses offered in high school. Students may earn college credit if they score at the required level on the respective AP exam.

Innovative High Schools
Davidson Early College High School: Students who attend graduate with a high school diploma with the opportunity to earn an associate's degree in the normal four years of high school. All high school classes are honors level and college classes are taken at the Davidson County Community College.

Yadkin Valley Regional Career Academy: The academy is a bold, innovative high school with a rigorous core curriculum integrated with relevant work and community experiences. The academy
The curriculum is designed to increase the rigor and relevance of STEM-related core academic content through integration of industry-relevant technical applications and technologies.

Career and Technical Education Courses: CTE courses offer students the opportunity to explore various career paths. Many CTE courses offer students the opportunity to receive community college credit or industry-recognized credentials.

Davidson County Schools Virtual Academy: Virtual courses taught by Davidson County School's highly-qualified teachers are provided to students to learn in an online environment to increase AP course access for all students and learning opportunities to every student in our district.

Dual Enrollment: This service option is available to any student in a DCS high school who demonstrates the ability to be successful in college level courses. Students are permitted to enroll in community college credit courses at Davidson County Community College if they attend a DCS high school program for at least 50% of their day. Students in the dual enrollment program will be awarded college credit(s) upon successful completion of the course(s).

Career and College Promise is the dual enrollment opportunity provided in North Carolina to high school students in partnership with community colleges.

Academic Counseling: A process is still in the implementation stages for providing more direct support and academic counseling services for high AIG students in addition to honors and AP courses. Currently, our high school AIG specialist, in collaboration with the school's Gifted Education Team members, are meeting annually with each high school AIG student individually to review their four-year DEP plan. Through these individual academic counseling meetings, enrichment and academic/career opportunities are shared with the student. In the 2019-2022 plan cycle, our goal is to use the high school DEP as a tool for college and career planning.

Additional Program Service Options

Davidson County Schools offers a continuum of services to address the unique needs of gifted learners in grades kindergarten through twelve. These services are accessible to all AIG-identified students in the district based on individual student needs. The following program service options are available:

Subject Acceleration/Whole Grade Acceleration: The grade acceleration service option is appropriate for a small percentage of gifted students whose academic and social needs are substantially more advanced than their age/grade peers. The decision to implement this option involves a team including the student's current teacher, prospective receiving teacher, guidance counselor, AIG teacher, administrator, and parent. The team gathers data using a research-based acceleration scale. Multiple factors are weighed, the team makes a recommendation, and the principal makes the final decision for grade acceleration. For many subject acceleration is more appropriate to address their academic needs.

Early Admission to Kindergarten: The service option for early entrance to kindergarten must be made
in accordance with state law. Parents are responsible for providing the information necessary to determine the need for early placement, including testing information. The principal makes the final decision for early admission.

Extra-Curricular Opportunities: This service option takes various forms depending on the availability at each school. These services are not solely for AIG-identified learners. Extra-Curricular opportunities may include academic competitions, academic clubs, visual and performing arts clubs, journalism opportunities (newspaper, yearbook), writing contests, STEM clubs, science fairs, Duke University Talent Search Program for 4th-6th grades, Duke University Talent Identification Program for 7th-12th grades (TIP), and nominations for Governor's School for eleventh graders.

**Practice B**

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** The DCS AIG Program is an integral part of the DCS Curriculum and Instruction Department. District AIG personnel collaborate monthly with other curriculum departments through the District Curriculum Leader’s meetings. The collaboration with other instructional departments is essential with integrating system-wide initiatives. By participating and serving on various district teams, the District AIG Program Specialist is able to connect and integrate the policies and practices of the LEA with AIG services to meet the needs of AIG students and to impact student growth. Regular connections with elementary, middle, and high school curriculum departments are made by the AIG department, such as collaborating on Summer Symposium training sessions for our teachers on advanced learning, developing Credit by Demonstrated Mastery Phase II assessments, honors portfolio implementation, and attending monthly district administrator leveled meetings.

All instructional programs in our district have similar goals for high achievement and each have some aspects in common. The overarching mission Davidson County Schools' Strategic Plan is our Rigor, Relevance, Relationships, Ready initiative. The Rigor and Relevance Framework strategically connects to lifting the academic level of core instruction which will greatly benefit our advanced learners in all content areas and grade spans. The other major district initiative currently occurring in our district is the implementation of Multi-Tiered Systems of Support (MTSS). As all schools K-8 implemented an intervention block in their master daily schedule, the AIG department served on the district MTSS team to advocate for meeting the needs of advanced learners through the MTSS framework.

Specific program initiatives that connect with our AIG Services and advanced level learning opportunities within the total school instructional program include, but are not limited to:

In elementary schools, AIG specialists consult with the regular classroom teachers to integrate the instructional programs in with AIG enrichment services and to support them with a differentiated core instruction. In middle schools, teams of teachers meet to coordinate instruction with the AIG specialist through PLCs or through the use of Google Classroom. High school AP and honors teachers from
across the district have regular PLC department meetings to consult and collaborate on content and instruction. All curriculum areas align with the NCSCOS and we are working to incorporate best practices for gifted students into daily instructional practices.

Specific LEA procedures and guidelines pertaining to AIG have been outlined for school administrators in the DCS Administration Procedure Manual. The district School-based administrative teams have received an "Administrator AIG Checklist" to support them with their role in implementing the AIG program at their schools as well as following LEA policy and practice pertaining to gifted students.

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

**District Response:** Intentional grouping of students facilitates instructional planning and delivery, enabling teachers to address learning styles, student interests, and student readiness levels. Grouping may be in-class, across-grade level, or above-grade level for part of the instructional day. Groups are formed and reformed for the instructional needs of students.

As part of our district MTSS implementation, all elementary and middle schools have a set time in their master schedule called RIME (Remediation, Intervention, Maintenance, and Enrichment). During this portion of the day, flexible grouping is used to group students instructionally based on academic needs. PLC common assessment data often guides flexible grouping practices at elementary and middle schools. In addition, classroom teachers use diagnostic data to drive instructional decisions with grouping. RIME groups are flexible and change throughout each quarter, and we are excited that some school are also allowing student interests to be basis for groups on certain weeks. High schools are working on the development of more common assessment data being used to group students flexibly among the department. Supplemental layers of academic support can be provided to advanced learners through the MTSS framework.

Cluster Grouping: This grouping practice is an integral part of our service options in grades 4-8. It involves the assignment of groups of students having similar academic needs and abilities to a regular education, mixed ability classroom. A cluster is made up of several AIG students. Cluster grouping is a strategy which supports our school programming by meeting the needs of our gifted students each day with grouping gifted students together in the same classroom with a trained teacher and/or a teacher who has the desire to target instruction to meet their needs. Clustering is based on identification area. This class environment grouping modification provides students with daily interaction with other academically gifted peers and allows the regular education teacher, with the ongoing collaboration of the AIG teacher, to differentiate curriculum and instruction for a group of identified students.

Elementary Clustering Guidelines -There should be a minimum of four AIG students per classroom with the attempt to have 20%-30% of a classroom composed of AIG students. An elementary classroom should typically not exceed 30% AIG students. For example, if there are 8 AIG students at a particular grade level and class sizes of 23, 4 AIG students would be placed in each of two classes causing those classes to be comprised of 17% AIG students. Another example is there are 7 AIG
students at a particular grade level and classes of 30, all 7 AIG students would be clustered in one class since the class sizes are larger and this does not exceed the 30%.

Middle School Clustering Guidelines - AIG students are cluster grouped in middle school based on their identification area. AIG reading students should be cluster grouped into advanced reading classes with other students who have advanced academic needs. AIG math students are clustered grouped into compacted math classes with other advanced level students who meet the compacted math criteria and the House Bill 986 requirements. The percentage of AIG students in a middle school cluster group will vary depending on the size of the school. A minimum of 30% of the classroom should be composed of AIG students with a possible maximum percentage of 70%.

Special note: Large or extremely low numbers of AIG students at certain grade levels may occur in some schools. When this occurs, it may be necessary to modify these guidelines. Any modifications should be discussed with district AIG personnel on a case-by-case basis. It may be determined a "push-in" enrichment service model is a more effective delivery of service.

Students identified as intellectually gifted may be cluster grouped according to these guidelines or cluster grouped as part of the AG, AM, or AR cluster groups, depending on their academic needs.

In-Class Flexible Grouping: This grouping practice is used with all learners in Davidson County Schools. Learners have regular opportunities to be grouped by ability, readiness, or interest to fit the instructional focus and ensure peer academic support in a mixed-ability classroom.

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

District Response: Our AIG department has worked diligently over the past several years to improve communication and overall knowledge of the AIG program at each grade span. Elementary and middle school stakeholder survey data indicate a positive response with classroom teachers and administrators overall awareness of the AIG program and plan. Continued attention is needed to correct the perception of our high school stakeholders regarding information and awareness. Analysis of teacher surveys show high school teachers still have lower ratings of agreement to survey questions when compared to the elementary and middle school teachers. Our high school AIG specialist will continue to build relationships and communication with high school classroom teachers through regular school visits, attending PLC discussions, and presenting information to the staff and faculty.

At the beginning of each school year, the DCS AIG department conducts an opening meeting with all cluster teachers grades 4-8. For the 2018-19 school year, a virtual training was conducted for cluster teachers to complete. The content of the training was to inform all AIG cluster teachers about their role, developing differentiated education plans in collaboration with their AIG specialist, and to share regulations related to gifted education. All cluster teachers are provided with their school's list of AIG students and their area(s) of identification. In the 2019-2022 plan cycle, one strategic action to improve overall school staff awareness will be to provide each school staff with an annual AIG
program overview during a staff meeting that outlines services provided by the program and essential components of the DCS AIG plan.

The AIG department provides all specialists with the DCS AIG Guidebook of Procedures which outlines all regulations and components of the AIG State Plan. This guidebook is also made available to principals. Each school has established a Gifted Education Team and an assigned AIG specialist weekly service (with the exception of high schools which is on bi-weekly, rotation), who assists in providing information to all teachers and support staff at the school level and following local regulations.

In order to build capacity for comprehensive programming within a total school community, a focal point of the DCS AIG Program over the next plan cycle will be to work closely with our school leaders. The school leader is essential in setting expectations and building capacity within the total school community for the AIG program.

Administrator -
The Role of the Principal:

- Monitors and supports the components of the DCS AIG state plan

- Monitors implementation of classroom Differentiated Education Plans (DEPs)

- Provides support for collaborative teaching models through common planning times for cluster teachers, AIG teachers, and other specialists

- Assigns AIG-identified students to classroom clusters

- Supports the work of the school Gifted Education Team

- Supports ongoing professional development to implement the gifted plan and meeting the needs of advanced learners

- Evaluates performance of AIG specialists assigned to their school

- Recruits and encourages AIG certified teachers

- Facilitates the analysis of AIG subgroup data
Practice E
Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response: Our district developed and implemented specific transition procedures for fifth grade to sixth and eighth to ninth grade for AIG student program files and DEP processes. AIG specialists from elementary and secondary meet each June to transition documentation. The AIG Specialists work in collaboration with school administrators to ensure cluster grouping and course placements are provided for AIG students.

Gifted Education Teams are established at every school in Davidson County which plays a major role in effective transition of students.

School Gifted Education Teams have meetings that include regular classroom teachers, AIG specialists, school counselors, and administrators to discuss gifted students and AIG services during key transition points.

Our talent development in K-3 provides an opportunity for our AIG specialists to communicate with kindergarten teachers. Once the students have adjusted to their initial transition to kindergarten the first few weeks of school, the AIG specialist collaborates with the kindergarten teachers to determine any individual students who are displaying a need for enrichment and extension beyond core instruction. The AIG specialist can then work with the kindergarten teacher to provide instructional resources and talent development groups.

Our secondary AIG specialists will provide opportunities for our AIG students to increase awareness and understanding of expectations and services available at the middle school/high school level. Each spring, our high school AIG specialist attends every high school registration session for rising freshman at each high school.

The high school specialist provides an informational brochure specially designed for high school students to explain the role of the AIG program at the school level. These brochures are shared with students and parents at transition to high school nights for rising freshman and at high school spring registration nights.

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

District Response: Davidson County Schools acknowledges the importance of educating the whole child. The social and emotional needs of students must be met for positive adjustment, personal well-being, and high achievement. Like other children, gifted students have a variety of social and emotional needs that sometimes require support and intervention. A continuum of approaches is necessary to meet these needs, and collaboration between parents, teachers, and school counselors is crucial.
Our program continues to work on implementing specific social-emotional components with school counselors in order to meet the specific needs of gifted students. The results of the self-assessment and stakeholder surveys indicate these needs are addressed on a limited basis. Collaboration between AIG specialists and school counselors occurs sporadically. During the 2016-2019 plan cycle, the District AIG Program Specialist met with school counselors K-12 to provide an overview of social and emotional needs of AIG students and to have them self-assess their knowledge and current support for gifted students. From these discussions, additional school counselors were added to the district Gifted Program Advisory Council.

All of our DEPs contain a component for counseling, and goal setting. Training on the social and emotional needs of AIG students is a requirement for AIG specialists and has been offered to AIG cluster classroom teachers during the implementation cycle of this plan. The AIG program must make an intentional effort to meet the social and emotional needs of AIG students. Collaboration and communication must be established between the AIG program and Student Services (school counselors).

During the 2019-2022 plan cycle, DCS AIG program will work on the following goals with the District Student Services Coordinator and school counselors:

The Role of the School Counselor

• Provides counseling groups for AIG students in need of social and/or emotional support such as anxiety, perfectionism, underachievement, growth mindset, and social anxiety
• Provides guidance to students and parents for coursework that is appropriately rigorous and supportive of students' long range goals from Innovative High Schools to dual enrollment.
• Assists rising ninth grade students in completion of High School Differentiated Education Plans (attached to Four-Year plans)
• Serves on school Gifted Identification Team
• Notifies AIG Specialists of new or transferring students who may need gifted education services

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

District Response: Acceleration opportunities are provided to individual students who may benefit from this academic intervention. The district has outlined specific procedures for subject acceleration and whole grade acceleration with a clear process defined. When schools are approached about acceleration opportunities, the principal works in collaboration with the district AIG department. Specific procedures are outlined in the DCS Administrator Manual. The AIG program will continue to work with the schools to expand the knowledge of acceleration and placement options for gifted students.
AIG specialists have been trained on the Iowa Acceleration Scale. This tool has been used multiple times over the last plan cycles to develop cases for whole-grade acceleration. Subject acceleration is often a better fit for many students.

**Whole Grade Acceleration**
The grade acceleration service option is appropriate for a small percentage of gifted students whose academic and social needs are substantially more advanced than their age/grade peers. The decision to implement this option involves a team including the student's current teacher, school counselor, AIG Specialist, administrator, and parent. The team gathers data using a research-based acceleration scale, the IOWA Acceleration Scale. Multiple factors are weighed, the team makes a recommendation, and the principal makes the final decision for whole grade acceleration in collaboration with the school team and district curriculum department.

Subject acceleration is a more common practice in our district, and this practice is occurring in middle school with students accelerated to more advanced level classes, such as compacted math classes allowing them to take Math I as an 8th grader. High schools provide multiple opportunities for advanced coursework, such as Advanced Placement Courses, community college courses, and Career and Technical Education credentials.

Our district fully implemented state guidelines for Credit by Demonstrated Mastery (CDM) starting in 2013-14. Each year our district ranges from 60-90 requests for CDM.

The AIG Department works in close connection with the Testing and Accountability Department to administer Phase I CDM Testing during our assigned testing windows provided by DPI. The secondary AIG Specialists facilitate the Phase II process in collaboration with content area classroom teachers at the school level. The CDM Phase II artifact tasks are locally-developed by curriculum content area specialists and classroom teachers.

Our high school and middle school specialists support students with applying for other acceleration opportunities such the North Carolina School of Math and Science, NC Virtual Public School, dual enrollment opportunities with College and Career Promise, and Credit by Demonstrated Mastery.

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

**District Response:** By studying our demographic data annually for our entire LEA and the AIG student population demographic data, we found areas of strength with identification for certain traditionally under-represented populations. In our AIG program we have several culturally/ethnically diverse groups represented by an equitable proportion to our LEAs demographic for the total population.

Through this data analysis, the AIG department has also identified a need for more intentional strategies with other under-represented groups.
Currently, our AIG program is not serving any ELL students. Communication has been established between the AIG department and the ESL department to review the strategic actions that were taken with AIG universal screening and identification processes for under-represented populations in the last plan cycle, as well as ways to provide talent development opportunities. We have found that once ELL students exit the ESL program, the AIG program has identified a small percentage of former ELL students through our multiple entry points identification process.

AIG headcount totals are consistently lower at our Title I elementary schools when compared to like-size non-Title I schools in our district; however middle and high schools regardless of Title I status or feeder pattern are very comparable with the exception of one middle school. During the 2019-2022 plan cycle, a school-norms pilot will be conducted at our Title I middle school that historically has the lowest number of AIG students.

Talent development effort through the MTSS framework has the potential to provide access to advanced learning opportunities for under-represented AIG populations. During the RIME block in the daily master schedule, flexibly grouping students to pursue interests and enrich their talents can broaden access to advanced learning.

**Practice 1**
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

**District Response:**
Our district provides extracurricular programs to motivate and interest the gifted student population. Our goal is to provide consistent opportunities at every school that would appeal to advanced level students in all subject areas: science, social studies, mathematics, and English Language Arts.

The AIG department supported each high school with registration fees for Model UN Debate Teams and Quiz Bowl. Robotics teams were established at every elementary and middle school. These opportunities are not solely for AIG-identified learners, but for any student who has advanced-level interests in these areas. Extra-Curricular opportunities also include academic competitions, academic clubs, visual and performing arts clubs, journalism opportunities (newspaper, yearbook), writing contests, STEM clubs, science fairs, Duke University Talent Search Program, Math Counts, National History Day, and Battle of the Books.

Davidson County Schools hosts a Summer Enrichment Camp for rising 6th through 8th grade AIG students. This camp is a collaboration between our program and the AIG Licensure Cohort with High Point University. Teachers who participate in the AIG licensure cohort teach a course at the summer camp. High school AIG students serve as volunteer camp counselors.

Summer enrichment, scholarships, and internship opportunities are sent directly to our high school AIG students through Remind text messages and through their student email accounts by the high school AIG specialist. We have made intentional efforts to highlight our students who participate and excel in these extracurricular programs. By visiting the DCS homepage of our website, or the DCS Facebook or ...
Twitter, you will see all the great things our students are competing and participating in within our district, as well as at the school level.

Ideas for Strengthen the Standard: - Continue to analyze and refine AIG specialist service schedules to support the needs of AIG students at every school equitably
- Strengthen the role of the AIG services at the high school level through more academic counseling and support with transitions
- Build capacity at each school to support comprehensive programming through the Gifted Education Teams and School Leadership
- Intentional actions outlined with school counselors to address the specific social and emotional needs of gifted students within the total school community

Sources of Evidence: • Grade level meetings/ Team planning meetings/ Department meetings
  • Professional Learning Communities
  • Vertical Planning
  • Data driven discussions
  • District Instructional Guides
  • AIG student folders
  • K-12 Service Options
  • School Improvement Plans
  • Agendas and minutes from meetings held at the elementary, middle and high school levels
  • Surveys to all stakeholders
  • District and school websites
  • AIG Program Brochure
  • AIG Guidebook and Procedures
  • Student and parent communication meetings at key transition years
  • AIG Student Transition Guidelines
  • Whole Grade and Subject Acceleration Guidelines
• Credit by Mastery Implementation Documents

• Gifted Education Team minutes and agendas from related meetings
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: Davidson County Schools has worked diligently to improve core instruction for all students. The Multi-Tiered Systems of Support (MTSS) framework has played a vital role in improving awareness with all teachers to provide a strong, differentiated core instruction to meet the learning needs of all students, including students with advanced level abilities. Through this implementation, the AIG department has worked closely with district leaders to emphasize the importance of providing enrichment, extension, and acceleration in all content areas and at all levels to meet the needs of advanced learners within this framework.

The NC SCOS is used as the starting point for developing our curriculum and designing our students’ instruction. Teachers will plan differentiated instruction aligned to the North Carolina Standard Course of Study. The district AIG program provides a comprehensive professional growth plan for all grade spans to support teachers with adapting the standards to more appropriately serve the needs of advanced learners. This has included professional development with adapting the SCOS to provide a rigorous curriculum for gifted learners and providing teachers with instructional resources to assist them with differentiation and examples of exemplar lessons. District-wide training on the Rigor and Relevance Framework as been provided to classroom teachers to build their capacity with designing instructional tasks which require higher-levels of thinking. Written curriculum extension guides were developed by the AIG elementary specialists for grades 4-5 to align with the core instruction curriculum maps. Accelerated ELA cluster teachers in grades 6-8 developed AIG curriculum extensions for each quarter that align with their new ELA curriculum maps that were developed in 2014-15.

Our middle school accelerated math teachers implemented the Compacted Math Curriculum in the 2015-16 school year. As the NC SCOS was updated, our district has updated our Compacted Math Curriculum Guides. Advanced level math students in sixth and seventh grade are placed in compacted math classes to be prepared for Math 1 when they are in eighth grade. In the 2019-2020 school year, our district will implement advanced level mathematics enrichment for Level 5 math students in elementary as outlined by North Carolina HB 986.

Formative assessment data can serve as a guide for making instructional decisions regarding differentiation. Classroom teachers are expected to adapt the curriculum to meet the needs of advanced learners as part of their North Carolina Teaching Standards. The DCS District Classroom Walkthrough Tool includes multiple items regarding differentiation. It is the district’s expectation for school administration to provide regular feedback to all teachers regarding instructional practices.
such as differentiation strategies. AIG Specialists work in collaboration with the classroom teacher to extend, enrich, or accelerate the curriculum for AIG students. The AIG specialists provide supplemental instruction to core instruction in elementary and middle schools.

As part of the MTSS framework, every elementary and middle school's daily schedule provides a block of time for remediation, intervention, maintenance, and enrichment (RIME). During RIME, advanced level students receive enrichment and extension of the math and ELA standards.

In high school, advanced level differentiation is provided through the high school honors course portfolio process, originally outlined by the NC Department of Public Instruction. Davidson County Schools has chosen to continue with the portfolio process using modified requirements. Honors teachers are required to complete a portfolio of evidence outlining the curriculum content, instructional methods, and assessment practices used in their honors course. As part of this process, honors teachers submit sample units, student work, and assessment examples to represent honors-level course work. Each teacher's portfolio is reviewed by district curriculum staff and the AIG department. Individual feedback is provided to each teacher. By continued implementation of this process in our district, we are able to monitor the quality of our honors program and provide support to teachers on how to enrich, extend, and accelerate in an honors course to meet the needs of advanced learners.

Intentional efforts have been made to support differentiation of the NC SCOS, and many stakeholders feel math and ELA instruction are regularly adapted for advanced learners in core instruction. Teacher survey data indicates our cluster teachers have the knowledge base to differentiate core instruction for advanced level students; however, some students feel they receive the same work as other students in regular level courses. Many elementary AIG students expressed on the stakeholder survey open-ended comments that they wished their regular classroom teacher gave them more challenging work. It is our district's goal, through the MTSS framework, instructional coaching, and continued professional development, our teachers will continue to improve their instructional practices with differentiation in their classrooms to meet the needs of ALL learners.

**Practice B**

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

**District Response:**

The DCS Curriculum and Instruction Department, which includes the AIG department, has provided teachers at all grade levels with professional learning on how to utilize diverse instructional practices that will lead to more depth and complexity with the standards. Teachers are expected to provide educational experiences which support individual growth at varying levels of abilities, needs, and interests, and which allow students to learn and move through advanced materials at a challenging pace. As our district begins implementation of personalized learning, instructional practices will support the use of learner profiles in a more flexible learning environment.

Teachers regularly use readiness as an indicator to meet learning needs, and in the past student interests and learning profiles were often overlooked. Through ongoing professional development
over the past three years on differentiation, problem/project based learning, and learning stations, teachers are using interests and learning profiles more often to address learning needs within instruction. Learning profiles using various interest inventories and learning styles surveys are developed for elementary and middle school gifted students, and the results are included on students Differentiated Education Plans. As part of the MTSS framework, students are often provided choice to select enrichment opportunities during the daily intervention block.

In elementary and middle school, AIG specialists provide enrichment opportunities to advanced level learners based on interests and learning profiles such as Breakout Edu tasks, Ozobots, Spheros, Rubik's Cubes, Lego Brick Math, and independent passion projects.

High school AIG students will receive academic advisement to enroll in Honors or Advanced Placement classes throughout high school, as well as guidance to pursue other academic opportunities to enrich their interests. High school students can incorporate choice and their learning profile by selected courses through Career and Technical Education Opportunities, College and Career Promise Courses, and Cooperative Innovative High Schools. In Davidson County, high school students can attend Davidson County Early College High School, Yadkin Valley Career Academy, or dual enroll in College Career Promise Courses through Davidson County Community College. Career and Technical Education course electives provide our high school students opportunities to explore various career options and their interests.

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

**District Response:** Research-based resources to support curriculum differentiation for advanced learners have been provided K-12 by the AIG department in various ways from direct resources to classroom AIG cluster teachers in grades 4-8 to Advanced Placement teachers resources. According to our 2018 AIG Stakeholder Survey, 75% of AIG cluster teachers in elementary and middle school feel they have adequate resources to support their differentiation for advanced learners.

The AIG department maintains a professional resource library at the AIG office of the District Instructional Program Specialist. Samples of current research-based supplemental resources are available for AIG specialists to share with classroom cluster teachers at their schools.

The following supplemental resources have been provided to each school for the AIG specialists and classroom teachers in elementary and middle schools to augment curriculum and instruction for advanced learners: Junior Great Books, Jacob's Ladder Reading Comprehension Program, Advanced Curriculum Resources from the Center for Gifted Education at William and Mary Math and ELA, AIG Instructional Resource Project lessons, Advanced Common Core Math Explorations.

At times, we have been able to provide each AIG cluster teacher with their own individual copy of a resource. Other times, a resource set is given to the grade level at each school to share. K-3 teachers have been provided with a kit of books to support developing potential in our young students.
The Middle School AIG Specialist will be using the Advanced Curriculum from Vanderbilt University's Programs for Talented Youth to supplement ELA and Social Studies units for advanced learners in grades 6-8. The district will be exploring the AP Springboard Curriculum as a supplemental core resource for our advanced level ELA classes in grades 6-8. In an effort to improve the supplemental resources available to our Advanced Placement teachers funding has been provided to our AP program to improve the quality of resources our AP teachers have available for students. It is our hope to provide more supplemental resources to high school honors teachers in the future.

The AIG department provides every AIG specialist and some AIG cluster teachers, when funds allow, with the opportunity to attend the North Carolina Association of Gifted Teachers (NCAGT) conference each year. At the conference, the AIG specialists learn about materials and research-based resources from gifted education professors and researchers from across the state, as well as some national presenters.

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

**District Response:** Davidson County Schools has fostered the development of 21st century content and skill through various methods and initiatives. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration. District initiatives over the past three years, such as the Five Standards of Authentic Instruction and the Rigor and Relevance Framework, are transforming our classrooms to be more reflective of a 21st century classroom.

At an advanced level, our AIG classrooms and advanced learning courses incorporate the following experiences: STEM opportunities such as Lego Education, robotics teams, coding, Ozobots, and the addition of several chrome book labs throughout our district. A quarterly student progress report was developed for the elementary AIG enrichment pull-out. The emphasis of the progress report is to share with parents the on-going development of 21st century skills such as critical thinking, collaboration, and creative thinking. Socratic seminars and Model UN debate teams are used at our high schools to build critical thinking and communication skills.

Our district has provided numerous professional development training and awareness sessions, as well as book studies, over the past several years to increase the knowledge of our educators with 21st Century Skills and how to implement them in their classroom every day with every child.

We have continued to examine the development of 21st century skills in our classrooms through rigorous curriculum opportunities that embed these skills. We utilize the NC Teacher Evaluation Instrument as a tool to implement this change and to measure the degree of implementation within the classrooms.
**Practice E**
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

**District Response:** Professional Learning Communities (PLCs) are the driving force informing our instruction by analyzing on-going assessment data to make instructional decisions. It is a district expectation for teachers to use formative assessment to make instructional decisions and to develop common assessments as a grade level or department. The degree to which this is occurring to differentiate instruction is inconsistent from school to school. While many of our schools have effective PLCs, using formative and assessment data to flexibly group students during the daily RIME portion of the day has been challenging.

Elementary and middle school teachers have access throughout the school year to universal screening data, state check-in data for ELA and math, and progress monitoring data from mClass and other assessment tools. The assessment tools provide suggested groups to assist the teacher with differentiation grouping decisions. PLC discussions support teachers with interpreting the data reports and planning instruction.

Self-assessment discussions and EVAAS data reveals on-going differentiation assessment data is not occurring consistently for our AIG subgroups at some schools. While we have made great strides in this area, our district is still inconsistent with this practice, especially with how we use data to meet the needs of our gifted students.

The district will ensure that all personnel are using a balanced assessment approach to include formative, diagnostic, and summative to inform instructional decisions which will include maintaining on-going data on advanced learners. It is our goal to empower teachers through coaching and PLC conversations to use formative assessment data to make instructional decisions regarding differentiation.

Due to scheduling and service days, some AIG specialists are unable to attend PLCs with each grade level. During the 2019-2022 plan cycle, a strategic action will be to establish quarterly PLC collaboration with the AIG specialist assigned to each school and the AIG cluster teachers.

**In-Class Flexible Grouping:** This service option is used with all students. Learners have regular opportunities to be grouped by ability, readiness, or interest to fit the instructional focus and ensure peer academic support in a mixed ability classroom.

Flexible grouping of students facilitates instructional planning and delivery, enabling teachers to address learning styles, student interests, and student readiness levels. Grouping may be in-class, across-grade level, or above-grade level for part of the instructional day. Groups are formed and reformed for the instructional needs of students.

Davidson County Schools' teachers will use the following assessment process to differentiate
classroom instruction:

- Administer formative assessments to drive instructional decisions such as flexible grouping, acceleration, and student readiness.
- Monitor formative assessment data for advanced learners.
- Ensure PLCs/Data Teams conduct regular data conversations that will include the data of advanced learners
- Verify teacher's lesson plans and RIME plans reflect differentiated lessons for gifted students
- Provide information sessions to classroom teachers on how to use CogAT learning profiles to differentiate instruction.

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

**District Response:** The social and emotional needs of gifted students must be met for positive adjustment, personal well-being, and high achievement. Like other children, gifted students have a variety of social and emotional needs that sometimes require support and intervention. A continuum of approaches is necessary to meet these needs, and collaboration between parents, teachers, and school counselors is crucial. Intentional efforts have been made to develop an affective curriculum to meet the social and emotional needs of our AIG students. Foremost, we must assist our AIG students in understanding his or her giftedness.

Our first steps are to ensure that once our students receive their formal "gifted" label, they do not develop a fixed mindset about their ability and talents. The AIG department, as well as many curriculum specialists, have been engaged in a book study of "Mindsets in the Classroom" by Mary Cay Rici, based on the work of Carol Dweck. AIG Specialists and classroom teachers will conduct lessons and activities to support students with developing the growth mindset.

It is our hope that by providing affective curricular opportunities to our gifted students when they are younger, so their self-concept will be more positive when they are older. The 16 Habits of Mind will be a focus in the 2019-2022 plan cycle as a unit to intentionally support the social and emotional needs of AIG students in grades 4-8. The Habits of Mind are an identified set of problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship.
At each professional development session with AIG classroom cluster teachers, time has been dedicated to help teachers understand the characteristics of giftedness and how instructional practices can be designed to meet their needs. More training in this area will be offered to all classroom teachers during the implementation cycle of this plan through Canvas modules. These include flexible grouping to provide access to peers with similar interests, ability, and drive; clustering to provide access to intellectual peers; an academic talent development program; a range of program options; periodic needs assessments; counseling services for emotional support; counseling services for academic planning; counseling services for college and/or career guidance; and parent information sessions.

The AIG department hosts an AIG Summer Enrichment Camp each summer. The camp is for rising 6th graders through rising 8th graders. Middle school can often be a challenging time socially and emotionally for AIG students. Several camp sessions will have affective curricular focal point interwoven into the course. The camp also helps with the transition from elementary to middle school.

In our recent AIG stakeholder survey, multiple high school students indicated a need for social and emotional support with dealing with anxiety and stress when taking a rigorous course load and applying for college. The district AIG department will collaborate with school counselors to develop support sessions for high school students.

A social and emotional needs component is included on our DEPs to assist with addressing the needs of our gifted students. School counselors can also be included in the development of the DEP.

AIG specialists will meet with parents, classroom teachers, counselors, and administrators to develop a plan of support for students who are not meeting academic potential. The specific DEP goal can also be connected to social and emotional needs, which may include bibliotherapy, small group support sessions, and/or mentoring.

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

**District Response:** Developing the potential of our young K-3 students is a district expectation for AIG specialists by having set times in their daily service schedule at each elementary school. Our goal will be to ensure every school receives support with K-3 enrichment for advanced level students by including a set time in our AIG service schedules and working with administrators to coordinate this within the school’s master schedule.

Davidson County Schools selected the PETS (Primary Education Thinking Skills) as one resource to use for whole class instruction in K-3 classrooms. In addition, USTARs and Jacob’s Ladder are used for reading and science. Building Thinking Skills are also used to develop critical thinking. Many of these resources were provided to K-3 teachers over the past several years through training sessions
provided by the District AIG Program Specialist. Through the MTSS framework, implementation of
talent development opportunities for K-3 students has become more intentional through the
designated RIME portion of the master schedule.

Specific guidelines were outlined and shared with K-3 teachers, AIG Specialists, and included in the
AIG Guidebook to provide more structure to our talent development program. The district feels young
talent development is an essential practice to meet the needs of our under-represented populations
and to cultivate and develop the possible potential of young gifted students.

The past three years we have moved from just small-group lessons to conducting more whole-group
nurturing lessons to provide these opportunities for every child. The AIG specialist schedules a time
with each third grade teacher to conduct whole group talent development lessons on divergent
thinking. We will continue to provide regular classroom teachers in grades K-3 with training and
Differentiation Kits containing high-level materials and lessons for use with advanced learners.

Students in the talent development component of the AIG program will be supported in the following
ways:

• The AIG teacher will provide direct and/or indirect services through collaborative teaching with the
  regular education teacher.

• K-3 students will receive whole-class and small group thinking skills instruction.

• Implement a streamlined process of nurturing in grades K-3 to ensure consistency across the
district.

• Principals will coordinate AIG specialist schedules with RIME blocks.

• Students will be grouped flexibly with similar learners in reading and/or mathematics.

• Students will receive differentiated curriculum and instruction as needed.

• Teachers use materials used from Primary Education Thinking Skills, Building Thinking Skills, unit
  resources from the Center for Gifted Education at The College of William and Mary, and Junior Great
  Books

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

District Response: Annual required AIG professional development sessions are held at the
beginning of the school year for AIG specialists and all classroom teachers who serve as AIG cluster
teachers. These collaborative sessions were designed as a means to ensure collaboration is established between AIG personnel and the regular classroom teacher.

AIG specialists are encouraged to participate in Professional Learning Communities (PLCs) at the school they serve. Often this is not feasible due to the demand of their service schedules at multiple schools. The minutes of PLCs are often recorded in Google docs and shared with AIG specialists when they are unable to attend. Google Docs allows them the opportunity to contribute to the notes. Professional Learning Communities at the school level are in the initial phases of having more dedicated conversation regarding the needs of advanced learners.

AIG written curriculum guides were developed for elementary AIG specialists and middle school classroom teachers who serve as AIG cluster teachers. The guides are extensions for the regular level curriculum maps developed by the district curriculum departments. They were developed collaboratively by the AIG department and classroom teachers.

Elementary and Middle: AIG specialists are required to collaborate and consult with the core classroom teacher weekly to provide support with differentiation according to the student's Differentiated Education Plan (DEP). It is essential for specialists and classroom teachers to plan together regularly to develop differentiation strategies and multiple assessment tools to meet the needs of our gifted students that align with the standards. This may include curriculum compacting, integrated curriculum units, and acceleration of core content (per AIG guidelines).

Cluster teachers will be provided with training and resources on differentiation strategies for gifted learners. District-level support will be provided through required professional development sessions and AIG curriculum guides. AIG specialists should attend all school-based professional development in addition to their district AIG professional development.

High School:

High school teachers collaborate within their PLCs to develop and differentiate curriculum and instruction. High school teachers will be provided with opportunities for collaboration with other honors and AP teachers from across the district.

The AIG department works closely with the DCS Curriculum and Instruction departments for Elementary and Secondary. Collaborative efforts with the designing and delivering professional development have been established among the departments.

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

**District Response:** Over the past two plan cycles the AIG department worked diligently to ensure
every AIG student in Davidson County Schools has a Differentiated Education Plan (DEP) that matches their need as a gifted learner and is reviewed with parents and students annually. Through the support of middle and high school task groups, the Gifted Program Advisory Council, School Gifted Education Teams, and school administrators every AIG student in Davidson County Schools has a Differentiated Education Plan. Moving forward, our district will determine how to make the DEP document more meaningful to students and allow the student more ownership.

A timeline with procedures for schools for developing and reviewing DEPs is provided to AIG specialists by the District AIG Program Specialist each August. The AIG specialist reviews the process with the School Gifted Education Team and AIG Cluster Teachers in Grades 4-8.

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

Elementary - Once the student's placement in a service level is decided, a plan will be created by the AIG specialist, classroom teacher, parents, and student which outlines the AIG services available to the student. The DEP meetings are to be held each year within the first two months of school. During these individual parent conferences, the AIG specialist will also explain the entire identification process and the specific AIG service options available to the student. Parents have an opportunity to contribute to the DEP regarding student's individual needs. A folder with AIG documentation will be maintained on each AIG student.

Middle School - DEP parent meetings will be held each year within the first two months of school through AIG parent night meetings. Cluster teachers will work in collaboration with the AIG specialist to develop the DEP. Students and parents will also be included in the DEP process during the group meeting. After parents have an opportunity to review their child's DEP, they will meet with one of their child's cluster teacher to sign the DEP. An individual meeting may be arranged in order for individual concerns to be addressed should the group meeting not provide enough consultation.

High School - A new DEP implementation process in grades 9-12 was implemented in 2013-14. High schools continue to perfect this process at each school site guided by the leadership of the high school AIG specialist and the school's Gifted Education Team. We are very pleased to report all high school students and parents have been involved in a DEP process each year for the past four years. Service options for high school students include Honors or Advanced Placement Courses, as well as enrichment opportunities, college and career goals, Credit by Demonstrated Mastery, and social and emotional needs. The high school AIG specialist works in collaboration with the school Gifted Education Team to meet individually with every AIG student to review and update their four-year DEP. DEPs are then mailed home to parents to be reviewed and signed. In 2018, a high school DEP task group was convened to problem solve how to make the high school DEP more meaningful to students. The task group determined the DEP should be used as a transition support for rising freshman, and for junior and seniors it should serve as a tool for college planning.
**Ideas for Strengthen the Standard:**
- Continue to provide professional development training and job-embedded support on effective instructional practices to meet the learning needs of gifted students at all grade levels.
- Develop DEP processes to make the document more meaningful and applicable to students
- Support administrators with classroom walkthroughs to highlight differentiation for advanced learners
- Quarterly Collaboration PLCs between classroom teachers and AIG specialist at each school

**Sources of Evidence:**
- AIG Professional Growth Plan
- DCS AIG Curriculum Guides
- Differentiation checklist
- Professional development sessions focused on unpacking the standards
- Professional development sessions on differentiation
- PLC minutes
- Common assessments
- Diagnostic assessments
- Use of flexible grouping
- High School Honors Course portfolios submitted to LEA for approval
- Credit by Demonstrated Mastery
- DEP guidelines
- Completed student DEPs
Standard 4: Personnel and Professional Development

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

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

District Response: The district employs an AIG licensed program specialist to coordinate the AIG program for grades K-12. The District AIG Program Specialist works closely with district curriculum directors, district instructional coaches, administrators, AIG specialists, and AIG cluster teachers K-12. The District AIG Program Specialist reports to the Assistant Superintendent of Curriculum and Instruction. In addition to coordinating the local AIG program and plan, the District AIG Program Specialist will support all advanced learning opportunities in Davidson County Schools, such as Advanced Placement course, Credit by Demonstrated Mastery, Compacted Math, and academic competitions.

The following responsibilities will be completed by the District AIG Program Specialist:

- Facilitates planning, development, and coordinates the system’s gifted education and advanced learning program
- Ensures the components of the state AIG plan are implemented
- Evaluates the effectiveness and appropriateness of services for gifted learners and advanced learning opportunities
- Coordinates professional development requirements for teachers of advanced learners
- Interprets gifted education program goals and objectives to system personnel
- Meets regularly with AIG specialists
- Helps develop and disseminate gifted education program information to parents, students, schools, and the district
- Coordinates and facilitates the Gifted Program Advisory Council
- Serves as a liaison to NC Department of Public Instruction, including monitoring state requirements, headcount, and reporting procedures
- Assists with financial management of the program
- Advocates for gifted students within the school system and total school community
- Facilitates the referral, screening, and identification process for the AIG program

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

District Response: All AIG specialists have AIG licensure and are engaged 100% in tasks all day, every day to meet the needs of our gifted and advanced learners in the schools they serve. Every school in our district is assigned an AIG specialist to support comprehensive programming at the
school level.

The role of the Elementary AIG Specialist:

- Helps plan and develop the school program for gifted education
- Collaborates with and supports regular education teachers in implementation of the components of the DCS AIG State Plan
- Collaborates with AIG cluster teachers to develop Differentiated Education Plans and Individualized Differentiation Education Plans for identified students
- Provides direct services to students through pull-out or push-in instruction to extend, enrich, or accelerate core instruction
- Support school with talent development, specifically young K-3 students through RIME (Remediation, Intervention, Maintenance, and Enrichment) and consultative services
- Chairs the school Gifted Education Team
- Conducts AIG screening including aptitude and achievement testing, and administering performance tasks
- Maintains records related to the school gifted education program, including identification, testing, placement, annual reviews, and student headcount database
- Disseminates information about the gifted education program to school personnel, parents, and community members through parent nights and websites
- Communicates and provides follow-up to professional development opportunities as needed
- Advocates for gifted students and gifted education

The role of the Middle School AIG Specialist:

- Helps plan and develop the school program for gifted education including AIG cluster classes for compacted math, accelerated ELA, school-wide enrichment plans for IME (Intervention-Maintenance-Enrichment), and extra-curricular enrichment activities
- Collaborates with and supports regular education teachers in implementation of the components of the state AIG Plan
- Collaborates with AIG cluster teachers to develop Differentiated Education Plans and Individualized Differentiation Education Plans for identified students
• Provides direct services to students as requested through co-teaching instruction to extend, enrich, or accelerate core instruction

• Chairs the school Gifted Education Team in collaboration with the school's AIG contact person

• Conducts AIG screening including aptitude and achievement testing, and administering performance tasks

• Maintains records related to the school gifted education program, including identification, testing, placement, annual reviews, and student headcount

• Disseminates information about the gifted education program to school personnel, parents, and community members through AIG parent nights, website, and parent letters

• Communicates and provides follow-up to professional development opportunities as needed

• Advocates for gifted students and gifted education

The role of the High School AIG Specialist:

• Helps plan and develop the school program for gifted education including the Honors and Advanced Placement (AP) courses

• Collaborates with and supports regular education, Honors, and AP teachers in the implementation of the components of the state AIG Plan

• Collaborates with school Gifted Education Teams and Student Services to develop Differentiated Education Plans for identified students

• Coordinates the school Gifted Education Team in collaboration with the school's AIG contact person and administration

• Conducts AIG screening including aptitude and achievement testing, and administering performance tasks

• Maintains records related to the school gifted education program, including identification, testing, placement, annual reviews, and student headcount

• Disseminates information about the gifted education program to school personnel, parents, and community members through AIG parent nights, website, and parent letters

• Communicates and provides follow-up to professional development opportunities as needed

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

District Response: Our self-assessment and stakeholder survey results indicated our district needs to provide specific professional development requirements for teachers who are providing instruction every day to our gifted and advanced level students. The AIG department has provided each year a comprehensive, district K-12 AIG professional growth plan to outline yearly professional development offerings and support. According to stakeholder survey results, high school teachers still express a need for more AIG professional development to better meet the needs of their gifted students. This plan will increase offerings for high school teachers in 2019-2022.

All AIG cluster teachers in grades 4-8 have been provided with training sessions and instructional resources by the AIG department. Cluster teachers are required to attend these sessions each year with the AIG department covering substitute expenses for these teachers. The DCS AIG program has worked to reestablish the requirement for all AIG cluster teachers in grades 4-8 to have AIG licensure, beginning with our middle school cluster teachers.

This continues to be a challenge due to tuition expenses and teacher's reluctance to commit to four college-level courses. Beginning in the 2019 school year, the district will implement an LEA professional development requirement for all AIG cluster teachers in grades 4-8. Teachers will have the following three professional development pathways to select from if they do not have AIG licensure:

-Pathway One College Certification: This pathway requires completing four college-level courses through the DCS AIG High Point University Cohort. Upon completion, individuals will have earned AIG add-on licensure state requirements. DCS will cover tuition for 15 classroom teachers each year through a contractual agreement.
-Pathway Two Local Coursework Modules: This pathway is completed throughout one school year using Canvas Modules developed by the District AIG Program Specialist. The total anticipated time spent is 20 hours (2 CEUs). Upon completion, individuals will be considered as completing the local requirement for AIG professional development.
-Pathway Three Praxis Gifted Education: North Carolina recently passed the Gifted Education Praxis to the list of certification tests. Passing the Gifted Praxis would earn the individual test-taker eligibility to add-on AIG licensure to their teaching license. DCS will not cover the fee for Praxis testing. Special note: The local coursework modules are meant to prepare participants for the Praxis, but this does not guarantee participants will pass the Praxis.

High School - The AIG department supports Advanced Placement (AP) teachers with summer institute tuition and travel expenses. It is a district expectation for AP teachers to obtain current AP certification and to renew their training every five years. All honors teachers are required to complete a portfolio process to develop a curriculum plan following district requirements adapted from the state honors portfolio implementation guide. AIG and secondary curriculum specialists meet with honors teachers individually to develop their honors course curriculum plan and provide individual feedback to each honors teacher.
In the 2019-2022 plan cycle the following professional development requirements will be established for the following personnel:

School Administrators - Leveled principal meetings will contain AIG update and professional development components
Counselors - Annual professional development on social and emotional needs of gifted learners using the DPI Social and Emotional resources for AIG
Special Education Teachers - Annual professional development provided by the AIG specialist at each school

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

**District Response:** Elementary and middle school administrators are required to cluster AIG students in ELA and math core classrooms with AIG certified teachers, when an AIG licensed teacher is available. The importance of clustering is reviewed each year with principals each June prior to scheduling and placing students.

Our district has allocated funds over the past six years to cover tuition for classroom teachers to obtain AIG add-on licensure. All cluster teachers in elementary and middle receive annual AIG professional development training provided by the AIG department.

Over the past four years, our district has provided 46 classroom teachers with tuition to earn AIG add-on licensure. Currently, our district has 150 certified AIG licensed teachers employed in our district in various roles.

Starting in the 2019-2020 school year, general education teachers who serve as AIG cluster teachers in grades 4-8 will have to complete the LEA minimum requirement for AIG training if they do not have AIG add-on licensure or not enrolled in the AIG add-on licensure cohort.

Honors and AP teachers have district requirements to maintain teaching those courses. Honors teachers are required to complete an honors course portfolio and AP teachers are required to maintain current AP certification by attending training through AP College Boards.

High school AIG students are not tracked to ensure they are placed with AIG certified teachers. The district will place more emphasis on providing professional development to teachers in high school who teach gifted students, as well as providing training in gifted education to any teacher of AIG students who is not certified AIG.

During the 2019-2022, the district will continue to work on building capacity to have all AIG cluster teachers to earn AIG add-on licensure or local professional development requirements through one of the following paths:

- Participate in a cohort group with High Point University for AIG add-on licensure program with tuition costs covered by district.
- Participate in local professional development modules through Canvas
- Pass the Praxis test in Gifted Education and apply for AIG add-on licensure

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

**District Response:** AIG Professional development is aligned to the North Carolina State Standards, NC Teacher Evaluation Instrument, and the AIG Program Standards

Our current district initiatives include Multi-Tiered Systems of Support (MTSS), Rigor and Relevance Framework, Social and Emotional Health, and the Five Standards of Authentic Instruction. Intentional strategies to meet the needs of advanced learners are incorporated into district professional development sessions and Professional Learning Communities discussions. Higher-level thinking and academic rigor are being emphasized in professional development sessions at all levels within the district. This will greatly benefit the academic needs of advanced learners.

AP teachers attend AP Summer Institutes provided by AP College Boards and the district strives to maintain AP certified teachers. An AP certification master list is maintained by the AIG and Secondary departments for the LEA. Honors teachers will receive special training with differentiating the new standards to an advanced level according to the state honors portfolio implementation guide.

AIG specialists are required to attend workshops provided by the LEA and at their schools. The AIG program covers the registration costs for all AIG specialists to attend the NCAGT conference each year in Winston-Salem.

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

**District Response:** Classroom teachers and AIG specialists continue to want more opportunities to collaboratively plan and implement professional learning according to stakeholder survey responses. School administrators are encouraged to consider the AIG program when developing their master schedule and Professional Learning Communities (PLC) blocks to provide an opportunity for AIG specialists to attend these meetings with classroom teachers. In the 2019-2022 cycle, school administrators in elementary and middle will be required to have quarterly PLC data conversations with AIG cluster teachers and the AIG specialist assigned to their school.

AIG specialists make every effort to have regular conversations with AIG cluster classroom teachers. Google classroom has provided another avenue for AIG specialists to collaboratively plan for AIG students with classroom teachers. Self-assessment and stakeholder survey results indicate classroom teachers and AIG specialists do not feel they have enough time for consistent
collaboration due to the limited number of days they have an AIG specialist at their school. Continued input and intentional planning is needed from teachers and administrators to determine how these opportunities can be increased.

Opportunities for AP/Honors teachers from across the district have also been provided by the AIG and Secondary Curriculum Departments. During the honors portfolio process honors teachers were encouraged to attend collaborative work sessions to develop their sample unit. A district-wide training and collaboration opportunity for Advanced Placement (AP) teachers was held this past year. This was the first district-wide AP teacher’s meeting to be held in many years.

The District AIG Program Specialist facilitates monthly meetings for AIG specialists. These meetings are often targeted to just elementary specialists with secondary specialists meeting on a separate day. Other meetings include all of the AIG specialists K-12 for professional development, sharing of best practices, and/or reviewing programmatic processes. Professional development learning has included lesson studies, book studies, and attending the NCAGT conference together with follow-up sharing.

**Ideas for Strengthen the Standard:**

- Strengthen collaboration with the AIG program and EC and CTE personnel at the district and school level
  - Increase gifted education professional development opportunities for EC personnel, school counselors, and administrators
  - Recruit and retain AIG licensed personnel
  - Continue to provide district-wide opportunities for classroom teachers of advanced-level students to collaborate and refine practices
  - Clearly outline district professional development requirements for AIG cluster teachers in elementary and middle school
  - Implement the LEA professional development requirement for cluster teachers 4-8
  - Provide AIG licensure and professional development opportunities for high school teachers

**Sources of Evidence:**

- District AIG Program Specialist job description
- Gifted Program Advisory Council meeting agendas and minutes
- Yearly AIG Professional Growth Opportunities Plan - Elementary, Middle, and High
- District AIG Professional development agendas, rosters, and feedback
• AIG team meetings throughout the year

• AIG specialist job description

• AIG specialist days of service student calendars (elementary)

• AIG specialist PLC meetings agendas and rosters

• Professional Learning Communities minutes from schools

• Observations and walkthroughs by administrators for AIG classrooms

• Documentation of participants from AIG add-on licensure cohorts from High Point University

• Signed contractual agreements between DCS and AIG licensure cohort participants
Standard 5: Partnerships

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

**Practice A**

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

**District Response:** Ongoing efforts have been made to develop partnerships with parents and the community to meet the needs of our AIG students K-12. AIG parent nights have been held at every school in the district to improve communication with parents. Individual parent conferences are also offered annually to review student’s DEP (Differentiated Education Plan). The AIG program distributes parent and student brochures to assist with communicating to families the goals and services of the AIG program. Secondary AIG specialists are available at high school and middle school registration and open houses to support parents with key transition points to ensure continuation of services.

The Gifted Program Advisory Council (GPAC), AIG personnel, and curriculum departments from each grade span have participated in making decisions and developing goals to improve AIG services. Minutes and presentations from GPAC meetings are posted on the district AIG website for the general public to access.

Program information and parent resources are provided to parents through the district AIG website, as well as each AIG specialist maintains an AIG classroom website for the schools they serve. Stakeholder survey participation has significantly improved among students and teachers. Optional survey questions were added to parent surveys to allow them to submit their contact information if interested in being involved in parent advisory groups.

**Practice B**

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

**District Response:** The Davidson County Schools' AIG program values the importance of maintaining transparency with parents and the community regarding the AIG program, local plan, and related policies. The DCS AIG plan has been posted on AIG District Website for the past three years. All policies and procedures have been reviewed by the Davidson County Board of Education prior to posting. Stakeholder survey results are also posted on the district AIG website. Parent brochures are given to all AIG parents each year and posted on the district website. Our district website has a link to an AIG section with state and local policies and information. All grade levels will meet with
identified students' parents to sign an annual Differentiated Education Plan and a Parent/Student Agreement form.

AIG Specialists will communicate with all newly identified students' parents to disseminate information about the AIG program, parent rights, and to sign all necessary documentation. School Gifted Education Teams work with the AIG program, classroom teachers, and counselors to ensure AIG parents and families receive an annual review of DEP and other AIG program information. AIG information is shared regularly at principals’ meetings and principals have been supportive of including information on their automated school messages and school websites.

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

**District Response:** The Davidson County Schools’ AIG Program values the involvement and perspective of all stakeholders, including students, parents, and community. The Gifted Program Advisory Council, AIG stakeholder surveys, and the AIG self-assessment tool have all been used as measures to involve stakeholders in the Davidson County Schools’ AIG plan. Equal representation from across the district for elementary, middle, and high school has been a goal of the AIG program in order to provide a more comprehensive program and to gain perspective from all levels.

The Gifted Program Advisory Council (GPAC) is comprised of classroom teachers, AIG specialists, parents, students, school counselors, a board of education member, administrators, and district curriculum personnel from all grade spans. Continued efforts need to be made to ensure that under-served populations are represented on the Gifted Program Advisory Council from every feeder pattern. GPAC meetings are held two to three times per school year. At each meeting, program updates are provided then advisory topics are discussed with the council providing feedback to the district AIG department.

AIG stakeholder surveys are developed under the advisement of the council and will be administered to AIG students, parents, teachers, and administrators at each grade span. The results of these surveys will be used to monitor the implementation of the plan, as well as to determine needs of the program through a self-assessment process.

**Practice D**
Infoms parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:** One key to the effectiveness of any program is communication; therefore, providing information to all personnel, parents, and community will continue to be a priority of the Davidson County AIG plan. District AIG communication to the schools, community, and homes has increased over the past three years through the AIG website, social media, AIG specialist
newsletters, progress reports, parent nights, and informational updates from all schools via automated school messages. Our district is utilizing social media to highlight accomplishments and share news with our community through Facebook and Twitter. The DCS AIG program has worked collaboratively with the ESL department to improve the communication and opportunities available to our ESL students and parents. Currently, we have 510 students in our district who are English Language Learners. Efforts continue be made to communicate with parents in their native language. AIG program brochures, parent forms and letters have been translated for AIG specialists to use with parents and families. We have increased our requests for translation services not only for parent letters and program forms, but also translator services to assist us with test administration directions for our ELL students who are new to US schools.

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

**District Response:** Continued partnerships with institutions of higher education and academic enrichment organizations have enhanced our AIG program. Davidson County Schools has worked with Duke University and High Point University to develop cohort groups for AIG add-on licensure. We are currently partnering with High Point University for our add-on AIG licensure cohort. Through this partnership, our district hosts a summer enrichment camp for AIG students in grades 6-8. The district has fully funded the tuition for each teacher in our AIG cohort groups using AIG funds.

Each of our elementary and middle schools has a robotics team through a partnership with High Point University and Bricked Education. Many of our AIG students participate on the robotics teams which compete in a district competition each March.

Our College and Career Promise partnership through Davidson County Community College provides students with dual enrollment opportunities. The Davidson County Early College High School is also located on the Davidson Community College campus. The CTE department has established partnerships with Wake Forest University for Health Sciences, as well as a summer STEM program for middle school girls.

Since 2010, the DCS AIG program has covered registration costs for all AIG specialists to attend the North Carolina Association of Gifted and Talent (NCAGT) Conference. Opportunities to attend this conference have also been extended over the years to several AIG cluster teachers.

Davidson County continues to partner with High Point University, NC AP Partnership, Duke TIP, NC Governor's School, and the NC School of Math and Science. More partnerships are needed with business and industry directly for AIG students.

**Ideas for Strengthen the Standard:**
- Recruit external members for Gifted Program Advisory Council to represent civic groups, business,
or industry

• Provide AIG parent sessions that include guest speakers and parenting resources

• AIG Parent Advisory Groups developed at each school or feeder pattern

Sources of Evidence:
• District, school, and teacher AIG websites

• Advisory Board minutes

• Annual DEP meetings, individual parent conferences

• Informational parent and student program brochures

• Gifted Program Advisory Council minutes and agendas

• Stakeholder Survey Results

• AIG Progress Reports (Elementary)

• Use of translators during verbal communication

• Translated AIG forms and parent letters

• AIG Licensure Cohort group with institutions of higher education
  - High Point University and Duke University

• NC Governor's School

• Duke TIP

• Partnership with Davidson County Community College for dual enrollments

• Davidson Education Foundation - Leadership Academy

• Online courses through NCVPS and the NC School of Math and Science
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 academic, intellectual, social, and emotional needs of gifted learners.

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

District Response: Davidson County Schools develops and maintains an AIG plan, which is approved by the Board of Education. The AIG plan identifies and establishes the procedures and services our district will provide for gifted education K-12, as mandated by Article 9B. The AIG Plan is based on The North Carolina Academically or Intellectually Gifted Program Standards.

The 2019-2022 Davidson County Schools AIG Plan was developed through a comprehensive review and self-assessment involving multiple stakeholders and data sources. This process began with conducting stakeholder feedback surveys, reviewing state feedback from our 2016-19 plan, and examining program data. The LEA Self-Assessment for Local Programming was completed by the Gifted Program Advisory Council and the AIG Specialists. Davidson County has identified through this process AIG Standards 2, 3, 4, 5 to be accomplished, and Standard 1 and 6 distinguished. An executive summary of the 2019-22 AIG plan will be shared with the Board of Education along with the complete draft of the AIG state plan. The local plan will be presented to the Board of Education for approval. A strategic plan will be developed to outline yearly goals for the 2019-2020 plan cycle with the Gifted Program Advisory Council.

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

District Response: The major focus of the 2016-19 AIG plan cycle was to improve identification and to build capacity of the AIG program consistently K-12. Throughout the last plan cycle, annual strategic goals were developed by the Gifted Program Advisory Council to target the focus practices to ensure these practices were being implemented consistently across the district. Data and updates have been presented throughout each school year at the Gifted Program Advisory Council meetings to measure the progress of these goals. The minutes and presentations shared at GPAC meetings are uploaded to the district website to share with the general public. A state interim report was completed by the DCS AIG Program. At the time of the interim report, significant progress had been made with each of the practices that received a recommendation in the state feedback for the local AIG plan.
The Assistant Superintendent of Curriculum and Instruction supervises instructional programs in Davidson County Schools. The Director of Elementary Education and Title I and the Director of Secondary Education will assist in monitoring program services and plan implementation through collaboration and on-going dialogue with the AIG Program Specialist. School administrators, school Gifted Education Teams, AIG specialists, AIG cluster teachers, teachers of Honors and Advanced Placement courses, students, and parents will also be included in regular fidelity checks. Monthly AIG Specialists PLCs are held to collaborate on focus areas of implementation. District leadership will work together to ensure that all personnel who teach gifted students are in compliance with local and state guidelines.

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

**District Response:** AIG funding is equitably distributed among elementary, middle and high school. All DCS AIG funds directly benefit and support the DCS AIG program, AIG students, and/or AIG personnel.

Davidson County is currently serving 2,163 AIG students (based on the Fall 2018 Headcount). For the 2016-17 school year, the amount allocated was $1,073,229.00 the amount allocated for 2017-2018 was $1,010,484.00 and the amount for 2018-19 was $1,013,983.00. Eighty-five percent of the total state AIG budget is currently allocated for AIG personnel employing eleven full-time AIG specialist positions, two part-time AIG specialist positions, and one part-time administrative assistant. The remaining fifteen percent is used for supplies, printing needs, instructional materials, AP textbooks, tuition for add-on licensure, equipment, identification testing, and professional development expenses.

The AIG department works closely with our Chief Financial Officer to ensure funds are coded properly and used adequately for gifted programming.

Distribution of AIG funds is determined through collaborative decision-making within the LEA using AIG stakeholder survey feedback and other needs assessments. The Director of Elementary Education, Director of Secondary Education, AIG Instructional Program Specialist, and the Assistant Superintendent for Curriculum and Instruction prioritize needs based on feedback from building administrators, teachers, and the student/parent community.

AIG received $5,230.00 in local monies for the 2016-2017 fiscal year. $5,330 was allocated from local monies for AIG in 2017-2018. For 2018-2019, the allocation for AIG from the local budget was $5,179.00.

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

**District Response:** The accessibility to AIG achievement and student growth data has significantly improved over the past few years. EVAAS data has made a tremendous impact in our district with analyzing AIG student performance growth, as well as all advanced learners. The release of AIG state subgroup data has allowed our program to make strides with accountability to AIG student growth.

2018 AIG Subgroup EVAAS trends in elementary reading, math, and science EOG data show an average growth of -0.76 for our district. Analysis of individual school data shows varying strengths among a school from one grade level to the next with meeting the needs of AIG students. An AIG District Data Dive presentation was shared with school administrators K-12 with recommendations for addressing AIG subgroup growth data.

AIG subgroup data and EVAAS data for the district and for individual schools have been analyzed and shared with AIG specialists, AIG cluster teachers, and administrators. Classroom teachers have received training across the district on how to drill down their individual EVAAS data to assess how advanced level students are performing in their classroom.

In addition, AIG subgroup achievement proficiency and growth data was analyzed at District AIG Data Dive for 2016-17 and 2017-2018 data.

High school drop-out data for AIG students has been analyzed and shared with school administrators. Our district’s drop-out rate for 2017-18 was 2.73% with only 2 drop-outs being identified AIG. DEPs for each grade span now include an optional goal component for supporting students who are not making adequate progress or underachieving.

We will continue to disseminate and discuss data for all students in the areas of their identification and identify schools, grade levels, or content areas in need of support. Individual coaching with classroom teachers will also be provided to support teachers whose individual classroom data shows strength or weakness with meeting the needs of advanced learners.

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

**District Response:**
Each year AIG representation data is shared with the Gifted Program Advisory Council and district leadership. It is compiled into a DCS AIG demographic data comparison sheet. Eighty-two percent of the students in Davidson County Schools are Caucasian, as are 89% of the AIG-identified students.
Asian students comprise 1.2% of the LEA student population, while 2.4% of the AIG population is Asian. The Black population in the district is 3.6%, while 1.1% of AIG population is Black. The LEA membership percentage for Hispanics is 9.8%, while 5.0% of the AIG population is Hispanic. Finally, in the multi-racial category, the LEA membership percentage is 3.2%, while the AIG percentage is 2.3%.

Currently our district has 510 students in our ELL program, this consists of 49 students who are immigrants in their first three years of US schools. We continue to look for ways to unmask the potential in our ELL learners. Year 1 and 2 ELL students are given the CogAT nonverbal aptitude subtest assessment only with the support of a translator, After they have exited their ELL status, they will be given a new aptitude using the full CogAT assessment.

To monitor the percentage of economically disadvantaged students represented in our AIG population, our district will continue to gather data on the number of students identified AIG at our Title I Elementary Schools as compared to our non-Title I schools. In our district, we have 18 elementary schools, 13 which are Title I schools and 5 that are non-Title I. We have seven middle schools with 1 of those receiving Title I funding. Awareness and training sessions have been held with K-2 teachers to grow their understanding of the importance of cultivating the potential young children that may be masked by poverty.

Retention is not an area of concern in our district since we do not "degift" students from our program. Once students are identified by our district they will remain AIG until they graduate. Service levels can be modified, but students will keep their identification.

As we continue to monitor the representation of economically disadvantaged, culturally/ethnically diverse, and English language learners, we will also make more of an intentional effort to monitor representation and performance of twice-exceptional and highly-gifted populations.

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

**District Response:** The Human Resources Department maintains a list of teachers with AIG add-on licensure. The AIG department receives an updated list of AIG Licensed Personnel from Human Resources yearly. Currently, our district employs a 150 educators serving in various roles who have AIG licensure. It is the responsibility of the AIG Program Specialist to ensure that all teachers paid from Budget Code 34 hold an AIG license. The AIG department provides school administrators with the teachers’ names in their building who have AIG licensure. District licensure requirements have been mandated for middle school AIG cluster teachers since AIG specialist support is limited in our middle schools. Over the next three years, the district AIG Department will cover the tuition expenses for AIG cluster teachers in grades 4-8 for ELA and math. After this goal is achieved, we will then
target high school honors teachers. The AIG department will maintain a master list of teachers who complete the local AIG professional development requirement.

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

**District Response:** Regular feedback on the effectiveness of the DCS AIG program is provided by the Gifted Program Advisory Council. At each meeting, an advisory topic is presented to the council for feedback regarding implementation of AIG Program Standard.

Stakeholders are surveyed through on-line surveys to elicit feedback on the quality and effectiveness of our AIG program. The surveys will be analyzed and summarized in a survey analysis report which is shared with the Gifted Program Advisory Council and posted on the AIG district website.

All AIG students received a postcard with a link to access the online surveys through our district website. It was also noted on the postcard that paper copies of the survey could be requested. Contact information was provided. School administrators included an announcement about the surveys on their weekly automated messages to parents.

Survey Participation Data 2018-19
Elementary:
Students - 364
Parents - 60
Teachers - 31

Middle:
Students - 712
Parents - 52
Teachers - 31

High School:
Students - 181
Parents - 50
Teachers - 47

AIG Parent Nights hosted at each school have also provided an opportunity for parents and families to meet AIG personnel and to ask questions about the program. The AIG department hosts their own parent nights, in addition AIG personnel participates in school-wide events such as spring registration
and open houses.

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

**District Response:** Stakeholder surveys, EVAAS AIG subgroup data, LEA Self-Assessment Tool, and input from elementary, middle, and high school specialists were gathered to review the 2019-2022 AIG plan. The AIG program has also maintained enrollment data, demographic data, and identification data for the past three years. A District AIG Data Dive was facilitated by the AIG Program Specialist with the DCS Curriculum and Instruction Department. Three sources of data were analyzed during the district data dive: BOG/EOG Third Grade Reading, Grades 4-8 EVAAS AIG Subgroup, and ACT Benchmark Scores for AIG Students. The recommendations from the data dive were shared with school administrators K-12 and the Gifted Program Advisory Council. The Gifted Program Advisory Council is comprised of the Assistant Superintendent, Director of Elementary Education and Title I, Director of Secondary Education, District AIG Program Specialist, administrators, teachers, students, and parents from each feeder pattern. The team meets throughout the year to review and revise the AIG program. The revisions are based on various sources and data.

Special focus group meetings were held with AP teachers, honors teachers, AIG cluster teachers, and AIG specialists over the past three years. Informal qualitative/perception data is obtained from these target groups and used to improve the quality of our program.

Strategic SMART goals were developed each year to guide the AIG program. An interim report was completed with the AIG department that evaluated the progress of our 2016-19 AIG plan.

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

**District Response:** The success of the gifted education program requires involvement, support, and a continuing dialogue with school personnel, parents, students, and the general community. Effective communication and transparency of program evaluation data is crucial to the implementation and monitoring of the plan. Therefore, Davidson County Schools will employ various strategies to allow for disseminating of evaluation information. Stakeholder survey results and the LEA Self-Assessment will be posted to AIG district website with a summary of open-ended responses in order to protect any individuals whose names may have been mentioned in the survey comments. Presentations and minutes from GPAC meetings are posted on the district AIG website. AIG subgroup data will be reported to stakeholders through accountability reporting. Other stakeholders may be informed of evaluation data through Board of Education presentations, administrator meetings, or through other curriculum updates.
Practice J

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

District Response: Parents of students in the DCS Academically/Intellectually Gifted Program have the right to be informed of any actions related to eligibility, the right to examine all relevant records, the right to be informed of any significant change in service or programs, and the right to receive all information in the parent's native language.

A permission to screen form is sent to parents requesting a signature prior to any AIG screening, reassessment, or formal identification. With the permission to screen form, parents receive a parent's rights written document which outlines their rights. An identification placement form is completed on each student and reviewed with each parent prior to formal placement into the DCS AIG program. The placement form requires parents to sign giving consent.

Transfers from other LEAs

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

• Parent and classroom teacher complete the Eligibility Referral/Permission to Screen form and parent is given a copy of Parent/Student Rights.
• The team and parent meet to determine array of services based on information provided and documented on the Individual Student Identification/Placement Record/School Site Decision
• Team completes, signs, and dates Student Identification/Placement Record/School Site Decision form
• Parent signs Student Identification/Placement Record/School Site Decision form, and receives copies of forms
• Parent, student, and teacher sign and date parent agreement form
• Copies of forms are placed in the student folder
• DEP is developed by teacher(s) and signed by parent

If the student does not qualify because of test scores, the Gifted Education Team will proceed in the following manner:

• If student's aptitude is within 5% of Davidson County School's criteria, the AIG department can administer an additional aptitude test.
• EOG scores will be used as the achievement criterion unless the student transfers from out-of-state or from a private school. An achievement test can be administered if the student's current achievement scores are within 5% of the system criteria for placement.
• If the student meets the criteria after retesting, he/she will be admitted to the program, and their performance will be reviewed at the end of each school year for proper placement to best meet their academic needs.
• If Pathway 3 is an option, an observation checklist and a performance task assessment will be completed.

Procedures to Resolve Disagreements Regarding Gifted Procedure Options

Decisions concerning identification, differentiated instructional needs, and planning are the responsibility of the school's Academically/Intellectually Gifted team in collaboration with the county team.

In the event parents/guardians disagree with the decisions reached by the AIG team, the following procedures are in place:

1. The parent/guardian should meet with the regular classroom teacher and/or the AIG teacher to seek a resolution.

2. If the meeting does not resolve the disagreement, the parent/guardian may request a meeting in writing with the Gifted Education Team. The parent/guardian should present written information regarding the concern(s).

3. If no resolution is reached at the school level, the parent/guardian may request in writing an appeal to the District Gifted Education Team.

4. If no resolution is reached at the District Gifted Education Team, the parent/guardian may request in writing an appeal to the Assistant Superintendent of Curriculum.

5. If an agreement is not reached, the parent/guardian may appeal in writing to the Davidson County Schools Superintendent.

6. Once all efforts in the system have been exhausted, the parent/guardian may seek mediation or file a petition for a hearing under Article 3 of Chapter 150B of the NC General Statutes. The decision of the administrative law judge is final. Attorney’s fees are not available to parents in the event they prevail.

Procedures to Resolve Disagreements with Gifted Procedures Options will be provided in a student's native language as needed.

Ikea for Strengthen the Standard:
- Develop a procedure for School Gifted Education Teams to participate regularly in fidelity checks of plan implementation at their school sites
· Continue District Subcommittees/Task Groups to monitor the implementation of district action steps
  · Provide parent surveys/feedback opportunities at AIG Parent Nights or other Open House meetings

· Professional learning communities and school data teams examine AIG and advanced level students data each quarter

**Sources of Evidence:**
· Documentation of Board Approval
  · Board Agenda
  · 2016-19 AIG Plan Review by DPI
  · AIG Strategic Plans for 2016-17, 2017-18
  · AIG plan published on website
  · Gifted Program Advisory Council Meeting Minutes
  · AIG Stakeholder Surveys Summary Analysis Report
  · AIG Stakeholder Surveys
  · School visits including classroom observations/walkthroughs
  · State 34 Budget Accounting Ledgers of Expenditures and Balance Sheets
  · Purchase orders/invoices for materials and curriculum products
  · EVAAS AIG subgroup reports
  · Dropout data
  · Differentiated Education Plans
  · List of AIG Certified teachers
  · Class rosters
  · Parent/Student Rights in Identification Placement and Services Form
  · Procedures to Resolve Disagreements of Gifted Procedures Options
Glossary (optional):

Appendix (optional):

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