

Overview: Mission/Vision Statement and Funding

Davidson County Schools (290) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

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

* Mission and/or Vision Statement(s)

Program Vision:

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

provide appropriate services for gifted learners.

Program Mission:

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

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,037,808.00	* \$ 6,856.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

District Response:

A major goal over the past three plan cycles has been to ensure students have multiple screening opportunities at various points throughout their educational years in Davidson County Schools. All levels- elementary, middle, and high school - have consistent ongoing processes in place for referrals and screening. 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.

Referrals:

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 each 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 year, all third grade students in Davidson County are given a full battery 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 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 the 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 of EOG scores will be conducted in the spring in all elementary and middle schools, with follow-up testing occurring at the beginning of the following school year. 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 or Stanford. These are nationally normed achievement tests and are used 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.

K-8:

Intellectually Gifted (Aptitude Only)

Must meet one of the following:

- o 98th percentile Composite
- o 98th percentile Verbal Subtest
- o 98th percentile Quantitative and Nonverbal Subtests

Academically and Intellectually Gifted (Aptitude + Achievement)

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

- o Aptitude 95th percentile on any subtest or composite
- o 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:

- o Aptitude 85th percentile
- o Achievement 93rd percentile
- o Grades 93% in specific subject area
- o Student motivation (students must meet a minimum score)
- o Performance Task rubric score 4

High School:

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.



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*** Practice C**

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

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

In an effort to respond to under-represented populations, our district began reviewing local norms in 2019-2020. In the future we will investigate placing students on our screening and “watch and wait” lists by using local norms for achievement.

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 Learners (EL), and twice-exceptional students are our most under-represented populations of students in the AIG program. Intentional identification efforts (such as accepting nonverbal and untimed nationally normed aptitude tests) have been designated for 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.

Special Emphasis for Title 1 Schools and Feeder Patterns:

In 2021-2022, our district has 15 Title I schools, which will include 13 Title 1 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. School closure has affected the enrichment opportunities for our economically disadvantaged students. Currently, 31% of our total AIG elementary student population is from Title I schools, which is a decrease from our previous plan with 47% representation. 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. However, as the AIG population numbers decline in our Title one schools, the availability of specialists in those schools is decreasing. During the 2022-2025 plan cycle our district will consider contracting part-time specialists to serve in Title 1 schools in an effort to increase talent development and AIG service time opportunities for students.

During 2022 - 2025 screening, AIG specialists will be intentionally focused on aligning talent development activities with identification criteria. This practice will provide students from lower socio-economic backgrounds an equitable opportunity to reach identification standards.

Headcount data indicates that two feeder patterns in our district have lower identification numbers than other feeder patterns. For example, in the spring of 2021, 5th grade students in one Title 1 feeder pattern participated in a pilot program and were given an additional CogAT full battery assessment. Several students were able to qualify by allowing time to mature and master achievement skills. During the 2022-2025 cycle our district will continue to monitor identification percentages by feeder pattern and may provide additional talent development and screening opportunities to underrepresented geographical areas.

Considerations for English Learners:

The Davidson County Schools' AIG department collaborates frequently with the district's EL department. Screening and identification processes are reviewed annually with the District EL Instructional Program Specialist, and collaboration is ongoing to improve identification practices with EL students. During third grade universal screening, the AIG and EL program specialists provide a list of EL students to ensure testing modifications and appropriate testing are provided at each school site. ELL specialists are currently collaborating with the AIG department to create Spanish videos of CogAT practice activities. These videos can be used by classroom teachers, specialists, and students. 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 EL students who are year 1 or year 2 students in US schools may qualify for AIG services based on a nonverbal subtest score. Spanish instructions for the CogAT are available through the testing Riverside platform. Once students exit the EL program, they are given an opportunity for an additional full aptitude screening. Any student who exits the EL program within three years or scores significantly high on the state WIDA ACCESS for EL 2.0 Language Proficiency Assessment will be referred by the EL specialist to the school AIG specialist to be included on the fall or spring screening list.

Consideration for Twice Exceptional Students: The DCS AIG and Exceptional Children departments will intentionally collaborate to focus efforts on identifying twice-exceptional students. School psychologists communicate with AIG specialists when a non-timed testing instrument reveals a student's gift is masked by a learning disability. School based Gifted Education Teams have the ability to enroll students in AIG services that demonstrate a dual exceptionality.

*** Practice D**

Monitors the screening, referral, and identification processes for consistent implementation across 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 Specialists 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 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 for 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. Only the district AIG Program Specialist is able to enter student data for AIG identification into Powerschool.

*** 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/guardian letters to disseminate, screening timelines, and school program file forms. AIG identification refresher sessions are provided to all school Gifted Education Teams 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/guardians through the AIG program brochure, parent/guardian informational meetings, and postings to the district AIG website. AIG specialists conduct informational conference opportunities each year to explain the referral, screening, and identification process. Since the 2020 pandemic the DCS AIG department has begun the practice of pre-recording and emailing informational AIG identification videos to parents/guardians, as well as, posting them to school and district websites. Spanish translation videos are also available. Before any individual testing can occur, parents/guardians must sign a form granting permission to screen.

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

The AIG program continues to work with high schools to make the referral, screening, and identification process more transparent, 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 the 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/guardians, 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. Since the 2020 pandemic, AIG Specialists have embraced the practice of conducting parent/guardian meetings remotely. This practice has increased parent/guardian participation. 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 Strengthening 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 EL 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
- AIG Identification Refresher professional development sessions for every school staff in 2022-2025

Planned 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)

Documents

Type

Document Template

Document/Link

AIG Standard 1 Additional Resources

N/A

 [Davidson County Schools AIG Services Flier](#)

 [Davidson Co Schools AIG Placement Record](#)

 [Document Protocol for AIG Specialists](#)

 [AIG Placement Criteria Grades 3-5](#)

 [DCS Observational Tool](#)

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

District Response:

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. 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 previous 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 students in grades K-3. During the 2020-2021 school year specialists noticed a high number of students who participated in talent development were not meeting identification criteria. Since that time specialists have refocused talent development activities to align with identification practices in an effort to increase identification.

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 (Remediation, Intervention, Maintenance, and Enrichment) 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 certified/endorsed cluster teachers in math and ELA to plan lessons and deliver instruction within the advanced level and compacted classroom to AIG students. AIG students must be clustered 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 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. 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:

DCS Honors courses adhere to specific state standards designed to provide rigorous curriculum, instruction, and assessment and 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 Davie 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 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. Several CTE courses are developed with inheritably honors level standards.

Davidson County Schools Virtual Academy (DCSVA):

Virtual courses taught by Davidson County Schools highly qualified teachers provide an online environment to

increase AP course access for all students and learning opportunities to every student in our district. Low enrollment numbers in some schools do not afford our district to offer all AP courses face to face. DCSVA provides equitable access to all students across 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 Davie 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:

Currently, our high school AIG specialist, in collaboration with each 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. 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:

For many students subject acceleration is an appropriate strategy to address academic needs. In grades K-8 the decision to implement this option involves a team including the student's current teacher, prospective receiving teacher, school counselor, AIG teacher, administrator, and parent. In grades 8-12 students are able to accelerate their learning through course or innovative school selection.

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 protocol for implementing this measure includes the collection of multiple points of data based on the Iowa Scale and the input of school and district level teams.

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, and science fairs. District wide opportunities include Battle of the Books (grades 4-8), Spelling Bee (grades 3-8), Robotics (grades 4-8), Mathcounts (grades 6-8), AIG Summer Camp (grades 6-8), National History Day (grades 6-12), Triviafest (grades 9-12), Model UN (grades 9-12), and Governor's School (Grades 11-12).



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*** Practice B**

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

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/guardians, teachers, and school counselors is crucial.

Feedback collected from Fall 2021 focus groups indicated a need to intensify SEL supports across all grade levels in our district. During the 2022-2025 plan cycle the district level AIG coordinator will create a series of quarterly stakeholder communications that focus on the SEL needs of gifted students. These communications (infographics,

newsletters, etc.) will contain information that is consistent across the district and information that is school or grade level specific.

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 2022-2025 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.

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 2022-2025 plan cycle, DCS AIG program will work toward defining the roles of school counselors with the District Student Services Coordinator..

- 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 C**

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

District Response:

Davidson County's Strategic Plan's first goal is: Ensure curriculum and instruction are deliberately designed and delivered with an understanding of and a focus on rigor and relevance for students of every level. Our district allocates resources to our AIG program through personnel and budget allotments. Nine full time specialists, two part time specialists, and one part time administrative assistant are employed to carry out the mission and vision of our AIG program. The state AIG allotment and allocated local money are managed through the district level AIG coordinator.

The DCS AIG Program is an integral part of the DCS Curriculum and Instruction Department. District AIG personnel collaborate twice 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 Coordinator 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, local AIG endorsement training for teachers k-12, 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 of Davidson County Schools' Instructional Framework is focused on rigor, relevance, and relationships. The DCS Instructional Framework strategically lifts 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 Administrative Procedure Manual. School-based administrative teams will receive 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 D**

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, screener results, and Check-in 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. Some schools are allowing student interests to be the 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 by 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 an 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%-50% of a classroom composed of AIG students. An elementary classroom should typically not exceed 50% AIG students. For example if there are 7 AIG students at a particular grade level and classes of 30, all 7 AIG students would be clustered in one class to create a cluster of 23% AIG students.

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 E**

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

District Response: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 focus groups indicate a positive response with classroom teachers and administrators overall awareness of the AIG program and plan. 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. During focus group conversations for the 2022-2025 plan, teachers and administrators expressed a need for intentional communication with parents/guardians about DCS AIG programs and opportunities. A series of infographics focused on our district's AIG framework will be distributed to teachers, school administrators, support staff, and parents during 2022-2025.

During the 2022-2025 AIG plan cycle, the DCS AIG department plans to conduct an opening meeting in September with all cluster teachers grades 4-8. The content of the training will 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 will be provided their school's list of AIG students and their area(s) of identification. In the 2022-2025 plan cycle, one strategic action to improve overall school staff awareness will be to provide each school staff with an annual AIG program overview provided by an AIG specialist during a staff meeting. This overview will outline 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 are on a 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 F**

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. AIG Secondary Specialists will check student course requests in Powerschool each April in an effort to communicate correct placement with school level administrators.

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 high school registration sessions for rising freshman and AP Parent nights at each high school.

At the end of each school year rising 6th and 9th grade students and families will be provided an informational brochure and/or informational video link which explains the DCS AIG framework for middle and high school. Brochures are also shared with students and parents at transition to high school nights for rising freshmen and at high school spring registration nights.

*** Practice G**

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

District Response:

Acceleration opportunities are provided to individual students who may benefit from this academic intervention. During each child's yearly DEP review, options for expanding a student's learning opportunities (Genius Hour, flexible task, credit by demonstrated mastery) and goal setting will be discussed. 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.

Whole Grade Acceleration:

The grade acceleration service option is appropriate for a small percentage of gifted students whose academic and social needs are substantially more advanced than their age/grade peers. Due to an increase in whole grade acceleration requests, our district refined and communicated districtwide a framework for whole grade acceleration in 2020-2021. Due to the long term SEL effects of whole grade acceleration, requests must be initiated by parents/guardians only. School based teams gather data using the Iowa Acceleration Scale. Multiple factors are considered and a school recommendation is forwarded to a district level team. The district team makes a recommendation, and the principal makes the final decision for grade acceleration. An appeal to the Assistant Superintendent of Curriculum and Instruction may be made if the parent/guardians does not agree with the school team, district team, or principal's decision.

Subject Acceleration:

Subject acceleration is a more common practice in our district. Elementary students may participate in subject acceleration in their area of identification as a part of a Differentiated Education Plan. Middle school students may participate in compacted math classes which allows students to take Math I as an 8th grader. A variety of data points such as AIG status, EOG performance, Check-in Data, EVAAS prediction, and grades are involved in determining placement in compacted math courses. High schools provide multiple opportunities for advanced coursework, such as Advanced Placement Courses, Career and College Promise courses, and Career and Technical Education credentials.

Credit by Demonstrated Mastery:

Our district fully implemented state guidelines for Credit by Demonstrated Mastery (CDM) starting in 2013-14. Each year our district ranges from 20-30 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. During the 2022-2025 plan cycle our district is refining our CDM process for foreign language. Students involved in our Spanish language immersion program will reach middle school and will want to pursue the CDM process. We plan to use a testing platform (such as Language Testing International) that identifies the language proficiency of the student based on national norms. Speaking, listening, writing, and reading tasks are a part of the assessment. A district wide procedure for interpreting the results of language proficiency tests was developed in 2022.

Our high school and middle school specialists support students with applying for other acceleration opportunities such as the North Carolina School of Math and Science, NC Virtual Public School, and dual enrollment opportunities.

*** Practice H**

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

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 EL 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. The district will provide videos in Spanish that teach practice activities for the CogAT during the 2022-2025 plan cycles. We have found that once EL students exit the ESL program, the AIG program has identified a small percentage of former EL 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 2022-2025 cycle will continue the practice of screening a select group of 5th grade students at under-represented Title 1 schools with a CogAT assessment. This practice gives students in under-represented schools more time to qualify for AIG services.

Talent development effort through the MTSS framework has the potential to provide access to advanced learning opportunities for under-represented AIG populations K-12. During the RIME block in the daily master schedule, flexible grouping of students to pursue interests and enrich their talents can broaden access to advanced learning.

Intentional efforts to monitor the enrollment of AIG students from under-represented groups in middle school accelerated courses and high school honors courses will become a focus in the 2022-2025 program cycle.

*** Practice I**

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

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 supports each high school with registration fees for Model UN and offers Triviafest virtually. Robotics teams may be established at all elementary and middle schools. 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, Math Counts, National History Day, Spelling Bee, and Battle of the Books.

Davidson County Schools hosts a Summer Enrichment Camp for rising 6th through 8th grade AIG students. Course offerings are determined by instructor interest and students are allowed to preselect three courses for camp. During the 2021 camp 85% of our participants came from the northern end of Davidson County. Beginning with the summer of 2022 our district plans to host a mini camp that targets students from low camp participation feeder patterns. 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 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 Strengthening 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 secondary 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
- Intentional communication with school administrators concerning the DCS AIG service framework and district expectations.

Planned 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

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <u>DCS AIG Guidebook and Procedures 2021-2022</u>  <u>DCS AIG Services Flier</u>

-  [DCS AIG Summer Camp 2022 Registration Flier](#)
-  [Advance Placement and CCP Which should I choose?](#)
-  [DCS Credit by Demonstrated Mastery Flier](#)
-  [DCS Grade Acceleration Protocol](#)
-  [AIG Students and the High School Experience](#)
-  [What can I expect in middle school if I am AIG?](#)

Standard 3: Differentiated Curriculum and Instruction

Davidson County Schools (290) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

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 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 DCS Instructional Framework which emphasizes the Rigor and Relevance Framework has 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 have been provided AIG curriculum extensions for each quarter that align with their ELA curriculum maps.

Our middle school advanced math teachers have implemented a Compacted Math Curriculum. 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 in preparation for Math 1 when they are in eighth grade. In the 2019-2020 school year, our district implemented advanced level mathematics enrichment for Level 5 math students in elementary as outlined by North Carolina HB 986. This enrichment is provided by the AIG specialists to students with AIG identification. Fourth and fifth grade students who are not identified as AIG, but achieve a level 5 on their math EOG receive a differentiated curriculum from their teacher of record. The AIG department provides instructional materials and lessons to support these efforts. Middle grade and high school level 5 math students that are not already placed in advanced math courses will be automatically enrolled in the most rigorous math courses.

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, extension, or acceleration of the math and ELA standards.

In high school, advanced level differentiation is provided by classroom teachers who have received additional training through AP certification, AIG licensure, or have completed a locally developed course designed specifically for honors level teachers. Our district will still use the high school honors course portfolio process, originally outlined by the NC Department of Public Instruction for teachers who have not completed certification or endorsement to teach Honors Classes. 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. Our district plans to sunset the portfolio process in the 2025-2028 plan cycle.

It is our district's goal that, 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 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 a choice to select enrichment opportunities during the daily intervention block.

During the pandemic our department provided virtual professional development on the creation and use of choice boards in a virtual environment. AIG specialists created choice boards for students K-8 to complete during remote learning. Many of our classroom teachers and specialists have continued the use of choice boards as a way to provide differentiation and engagement for students.

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. This year our AIG specialists have started using the Genius Hour protocol with all AIG

students in grades 4 and 5 as a part of their individualized instruction based on personal interest. Middle school students are encouraged to complete a flexible task as a part of their DEP. Secondary students have the opportunity to participate in academic competitions such as MathCounts, National History Day, Model UN, Mu Alpha Theta, and Triviafest.

High school AIG students will receive academic advice 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 selecting courses through Career and Technical Education Opportunities, College and Career Promise Courses, NC Virtual Public Schools, NC School of Science and Math, 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 teacher resources.

Davidson County Schools became a 1:1 district in response to the 2020 pandemic. During the pandemic our secondary students in grades 6-12 were only able to attend school face to face 2 days per week for much of the school year. Our district has supported a transition to digital learning for AIG students by purchasing online licenses to Albert.io for AP and AIG students, providing middle school cluster classes with Wordly Wise licenses, and strongly encouraging the use of AP Classroom from the College Board for AP high school students.

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.

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. Our district has also piloted the implementation of the ELA Springboard Curriculum from the College Board in two middle schools. These middle schools feed into high schools that do not currently offer AP Language or Literature Courses. AIG specialists, instructional coaches, and classroom teachers were provided professional development time to create lesson units and share expertise between the two Springboard pilot schools. It is our plan to improve participation in rigorous coursework for students in these high schools by building necessary skills in the middle school years.

In an effort to improve the supplemental resources available to our high school teachers, Honors English 1 classes have been provided a supplementary text series and online licenses that are specifically designed to increase access to rigorous learning. Professional development for using this series will be provided to Honors English 1 teachers in the 2022-2025 plan cycle.

Funding has and will be provided to middle school advanced, high school honors level, and AP teachers, to improve the quality of resources available for students. Scientific calculators, lab supplies, and novel sets are provided to enhance differentiated instruction for advanced learners.

The AIG department provides every AIG specialist K-12 and AIG cluster teachers in grades 4-8, 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.

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.

*** Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, 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. Our district instructional framework initiative includes curriculum, instruction, data evaluation, and environment elements which 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 transition to a 1:1 district have increased access to 21st Century skill development. A variety of AP courses are offered at our district in face to face and virtual formats in an effort to provide equitable access to critical thinking opportunities.

We have continued to examine the development of 21st century skills in our classrooms through rigorous curriculum opportunities that embed these skills. Socratic seminars and Model UN debate teams are used at our high schools to build critical thinking and communication skills. We also utilize the NC Teacher Evaluation Instrument as a tool to implement this change and to measure the degree of implementation within the classrooms.

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. The implementation of Genius Hour (an interest driven research and product development process) with fourth and fifth grade students has provided a curiosity and creativity forum for AIG students. Genius Hour participants present their finished product with teachers, peers, and parents/guardians in an effort to practice communication skills.

Two elementary schools have implemented a Spanish immersion program in our district. Over the next three years middle school students in two feeder patterns will have the opportunity to continue their ELA studies through a Spanish immersion program and possibly use the Credit by Demonstrated Mastery process for course acceleration.

*** Practice E**

Uses ongoing 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 RIME and core instruction 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 2022-2025 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.
- Some high schools plan to provide an interest driven enrichment opportunity during advisory/intervention blocks.
- 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:

Social and emotional learning has become a primary focus since the 2020 pandemic. Our district implements SEL curriculums as a part of core instruction. The implementation of SEL curriculums benefits all students, including students who are AIG identified.

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. The first step in supporting gifted students is to help them understand what it means to be "gifted". AIG specialists at the elementary level receive ongoing training in offering

support to AIG students in order to meet their SEL needs.

During stakeholder focus group discussions in the fall of 2021, many participants requested more intentional communication with families/guardians about the specific SEL needs of AIG students. During the 2022-2025 plan cycle the district AIG specialist will create quarterly newsletter communications that feature a variety of SEL topics that affect gifted students. Part of these communications will be standardized across the district and other elements of the communication will be determined by specific specialists.

One module in our locally developed AIG endorsement Canvas course features Dweck's "Mindset" work and helps teachers develop support strategies for gifted students. 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 effective curricular focal points interwoven into the course. The camp also helps with the transition from elementary to middle school.

In recent AIG stakeholder surveys and focus group conversations, multiple high school students indicated a need for social and emotional support in dealing with anxiety and stress when taking a rigorous course load and applying for college. The district AIG department will continue to collaborate with school counselors to develop support sessions for advanced 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 with early intervention and talent development opportunities 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 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. 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. During the 2022-2025 our specialists will focus on aligning talent development activities with AIG identification criteria.

We have moved from 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 that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

District Response:

Annual required AIG professional development sessions will be 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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

District Response:

Over recent 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. Moving forward, our district will continue to 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. Since the 2020 pandemic, we have embraced virtual platforms as a means to communicate with families/guardians. A video that describes the identification process has been posted on our district website in English and Spanish. 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. In an effort to increase participation and accommodate individual needs, a video is created by the middle school AIG specialist to be shared with parents/guardians. Parents/guardians are given the opportunity to privately conference via zoom, phone call, or request a face to face meeting with the AIG specialist and begin collaboration on the student's DEP. Cluster teachers will also work in collaboration with the AIG specialist to develop the DEP. After parents have an opportunity to review their child's DEP, they and the student sign the DEP and return it to the student's cluster teacher. An individual meeting may be arranged in order for individual concerns to be addressed.

High School - A specific student centered DEP process exists for students in grades 9-12. High schools continue to perfect this process at each school site guided by the leadership of the high school AIG specialist and the school's Gifted Education Team. Service options for high school students include Honors or Advanced Placement Courses, 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. The DEP is used as a transition support for rising freshman, and for junior and seniors it serves as a tool for college planning.

*** Ideas for Strengthening 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
- Continue to create extension activities/ lessons for district level pacing documents that will support advanced learners
- 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
- Create an easy to use differentiation checklist for teachers

Planned Sources of Evidence

- * AIG Professional Growth Plan
- * DCS AIG Curriculum Guides
- * Professional development sessions focused on unpacking the standards
- * Professional development sessions on differentiation
- * PLC minutes
- * Common assessments
- * Diagnostic assessments
- * Use of flexible grouping

* Credit by Demonstrated Mastery

* DEP guidelines

* Completed student DEPs

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 <u>Using Choice Board to Differentiate Remote Instruction PD</u>  <u>DCS DEP Grades 6-8</u>  <u>DCS DEP Grades 9-12</u>  <u>DCS DEP Elementary Grades</u>  <u>DCS AIG Elementary Grades Progress Report</u>  <u>AIG Administrator Checklist</u>

Standard 4: Personnel and Professional Development

Davidson County Schools (290) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

District Response:

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

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

- 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 K-12 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, high school registration nights, 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, instructional specialists, student services personnel, 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 strongly expressed a need for AIG professional development that aligns to their curriculum and gifted student needs.

Grades 4-8:

All AIG cluster teachers in grades 4-8 are provided training 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 grades 4-8 to have AIG licensure/endorsement.

In the 2019 school year, the district implemented 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 a DCS AIG 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. This pathway is available based on university offerings.
- 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:

Advanced Placement:

The AIG department supports Advanced Placement (AP) teachers with professional development tuition and travel expenses. It is a district expectation for AP teachers to obtain an initial AP certification through a five day AP Summer Institute (APSI) before they begin to teach an AP course. Teachers who have been initially trained are expected to refresh their AP training by attending a four hour (.4 CEU) minimum training every three years. Training opportunities provided by the College Board or the NCAP Partnership are considered acceptable refresher training, including participation as an AP reader. This standard will be monitored by submission of an AP completion certificate issued by the College Board.

Honors Courses:

Honors teachers strongly suggested an alternate professional development pathway during feedback analysis for the 2022-2025 plan. Concerns that our current honors portfolio process did not address the special characteristics of gifted learners and was viewed as a monitoring protocol instead of a professional development opportunity were raised. In response to this feedback, one of the following indicators will endorse an honors level teachers on a three year cycle.

- AIG licensure

- One time completion of a locally developed and endorsed Canvas course for Honors Level high school teachers. This course will address the characteristics and SEL needs of gifted learners; as well as, content development. This course will be completed in one year and carries 2 CEUs.
- Current certification in an AP subject area that directly links to a standard course of study course. (Based upon NC BOE GRAD-008)
- Completion of an Honors Portfolio using protocols defined in the 2019-2022 plan cycle. (The portfolio process will be phased out in the 2025-2028 plan cycle.)

Professional Development for other School Professionals:

- 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. A database of AIG certified and locally endorsed teachers is maintained by the District AIG Coordinator and is shared with administrators.

Currently, our district has 132 certified AIG licensed teachers, 94 locally endorsed AIG teachers, and 8 teachers who have completed AIG university coursework but have not added that endorsement onto their license employed in our

district in various roles.

General education teachers who serve as AIG cluster teachers in grades 4-8 have to complete the LEA local endorsement requirement for AIG training if they do not have AIG add-on licensure or are not enrolled in the AIG add-on licensure cohort.

Honors and AP teachers have district requirements to maintain teaching those courses. The district AIG coordinator maintains records of AP teachers who have met the professional development requirements outlined in practice 4C. The district coordinator will communicate with administrators concerning AP teachers who have met training expectations.

Honors teachers are required to meet one of the four endorsement pathways outlined in practice 4C. The secondary AIG specialist monitors completion of endorsement pathways on a three year cycle and communicates with administrators which teachers have met requirements to teach a particular honors level course.

High school AIG students are not tracked to ensure they are placed with AIG certified teachers. An analysis of high school DEP's and course enrollment revealed a high number of ninth and tenth grade students were not enrolled in rigorous coursework in their area of identification. During the 2022-2025 cycle the district coordinator and secondary specialists will intensify attendance at parent registration nights and more closely monitor the enrollment of high school students in advanced coursework. The district and secondary AIG specialists will communicate information regarding advanced coursework in multiple forms to students and parent/guardians.

*** Practice E**

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

District Response:

Davidson County Schools has developed a variety of strategies to support teachers and staff in obtaining AIG certification.

- During the 2019-2022 plan cycle our district created a local endorsement process for classroom teachers. A Canvas course which can be completed asynchronously and will prepare participants to take the Gifted Praxis

has been completed by 100+ classroom teachers.

- Before the pandemic our district supported financially the completion of AIG licensure add-on through High Point University. We plan to survey interest and create a new cohort for the 2022-2025 plan cycle. AIG funds will be used to cover the cost for participating teachers.
- High School teachers have expressed an interest in a local endorsement process that is differentiated for their needs. During 2022-2025 some modules of the current local endorsement Canvas course will be altered to address the skills needed to enrich, extend, and accelerate the NCSCOS in grades 9-12.

The AIG district coordinator will continue to work with the DCS Human Resources Department to identify applicants who hold AIG licensure. The district AIG coordinator will communicate with the HR department schools in need of AIG licensed teachers.

*** Practice F**

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

District Response:

In an effort to provide equitable opportunity for AIG identification, AIG specialists will be provided professional development opportunities that align talent development activities with identification criteria. During AIG specialist PLC meetings identification data from a variety of schools and demographics will be analyzed. Specialists will continue to support classroom teachers in grades K-3 in recognizing gifted traits in students.

Local norms will continue to be collected and analyzed as a part of whole grade CogAT data collections. This information will be used to inform the development and management of identification policies.

During the 2022-2025 the district will continue the practice of providing whole grade screening opportunities for fifth grade students in underrepresented Title One schools. By providing more time to meet identification standards students previously overlooked may be identified.

*** Practice G**

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

District Response:

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

Our district developed a comprehensive Instructional Framework for K-12 instruction in 2019-2020. Instructional coaches in each of our schools have provided training on this framework which includes differentiated instruction, engagement, reflection, feedback, and data analysis. 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.

Since school closures in March of 2020, the need for Social and Emotional Learning has become apparent in our district. As a part of our districtwide mental health plan teachers are receiving additional professional development in SEL. Our students K-8 receive SEL lessons as a part of core instruction. Locally developed AIG endorsement courses (K-8 and High School) will include training support and resources that address the specific SEL needs of gifted students.

In an effort to maintain AP certified teachers, the district requires teachers to attend AP Professional Development Institutes provided by College Board or the NCAP partnerships. An AP certification master list is maintained by the AIG and Secondary departments for the LEA. Honors teachers that are not AP certified will receive special training through a differentiated local endorsement Canvas course. Honors teachers that elect not to complete the local endorsement course may complete an Honors portfolio every three years. Local support and document guides are available to Honors teachers who complete portfolios.

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

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.

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.

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 Strengthening 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
- Develop district level PLC's for Advanced Placement teachers
- Provide professional development opportunities that address SEL of AIG students K-12

Planned 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
- * Database spreadsheet of teachers who have completed our locally developed AIG endorsement courses

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 <u>AIG Local Endorsement Canvas Course Assignments</u>  <u>DCS AIG Guidebook and Procedures 2021-2022</u>  <u>DCS AIG Licensed - Endorsed Data Base</u>

Standard 5: Partnerships

Davidson County Schools (290) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

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. Survey data from the fall of 2022 and focus group feedback consistently requested intentional two way communication concerning opportunities and support for AIG students. AIG parent/guardian nights for K-8 students have been held virtually or in person at every school in the district to improve communication with parents. Heading to High School and AP information nights are also attended by AIG specialists at every school. During the 2020 - 2022 pandemic our department began creating informational videos about DEPs and AIG services. These videos were sent directly to parents and posted on our district website. Videos have been translated into Spanish so participants may view them in their native language. Videos may be viewed multiple times and at family/guardian convenience which gives more opportunities to develop questions and conversation. All communication with parents/families provides AIG specialist's email addresses and phone numbers in an effort to establish two way communications. Parents may request individual conferences via zoom, phone call, or face to face conference to review a student's DEP (Differentiated Education Plan), request support, or ask questions.

The AIG program distributes parent and student brochures to assist with communicating to families the goals and services of the AIG program. Starting in the 2022- 2023 school year, families/guardians will be provided infographics that specifically address the social and emotional needs of AIG students. These infographics will include strategies for supporting AIG students, resources for support, and specialist contact information.

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. During the 2022-2025 plan cycle an infographic that communicates the middle and high school AIG service model will be provided to students and families. This information will introduce our secondary specialists and provide contact information. Specialists have begun attending AP and CCP parent nights in an effort to provide opportunities for families/guardians to ask questions concerning the best course placement for their children.

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. Feedback from GPAC has been instrumental in developing the DCS 2022-2025 district AIG plan.

Program information and parent resources are provided to parents through the district AIG website. Each AIG specialist maintains AIG communication platforms (Dojo, Google Classroom, etc.) 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**

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

District Response:

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. Our opportunities to offer this training have been altered since the pandemic. We hope to continue partnering with High Point University for an add-on AIG licensure cohort starting in 2022-2023.

Each of our elementary schools has a robotics team through a partnership with High Point University and Brick Ed Education. Many of our elementary AIG students participate on the robotics teams which compete in a district competition each March. Our middle school students have the opportunity to participate in robotics through First Lego league competitions. Many of our middle school AIG students participate in a regional level competition in November.

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.

Wake Forest University School of Medicine partners with Davidson County Schools to offer a STEM experience camp for eighth grade students. Many of our iSTEM participants are identified as AIG students. Students participate in a week-long summer experience, four Saturday problem solving sessions, and field trips to the WFU medical school. The AIG department coordinates field trips and course advice for the participants in their high school years.

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.

Recently our district has begun to use Major Clarity as a career and academic planning tool for students in grades 6-12. Major Clarity is an assessment that matches student interest with careers to create a "fit score". Currently the assessment is given to students enrolled in CTE courses. Our district plans to administer Major Clarity school wide in the upcoming year. Focus groups for the 2022-2025 provided feedback that indicated a need for career exploration for our AIG students. By partnering with our CTE department and career development counselors the academic and career needs of our students can be met.

Davidson County continues to partner with High Point University, NC AP Partnership, NC Governor's School, and the NC School of Math and Science.

*** Practice C**

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

District Response:

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 composed 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 and 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**

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

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

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

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 the 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.

A goal for the 2022-2025 plan cycle is to provide more information concerning our AIG plan in Spanish. We plan to provide and post to our website a comprehensive program overview to families/guardians in their native language. Currently, we have 580 students in our district who are English Language Learners. Efforts continue to 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.

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.

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.

*** Ideas for Strengthening 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

- Implementation of Major Clarity as a career development interest indicator for AIG students

Planned 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 agenda
* 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 hi
* High Point University
* NC Governor's School
* Partnership with Davidson County Community College
* Online courses through NCVPS and the NC School of

Documents

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

[Academically/Intellectually Gifted Webpage](#)

 [FAQ - DCS AIG Webpage](#)

 [Understanding CogAT Results -- DCS AIG Webpage](#)

 [Gifted Program Advisory Council -- DCS AIG Webpage](#)

Standard 6: Program Accountability

Davidson County Schools (290) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

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 2022-2025 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 2019-22 plan, and examining program data. Feedback from school administrators, AIG parents/guardians, AIG certified teachers, AIG specialists, and AIG identified high school students is collected via focus group meetings. 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 Standard 1 to be distinguished, Standards 2-5 to be accomplished, and Standard 6 to be proficient. An executive summary of the 2022-2025 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 2022-2025 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 2019-22 AIG plan cycle was to provide a comprehensive AIG program and advanced learning opportunities, grades K-12, which align to the AIG State Program Standards. Throughout the last plan cycle, annual strategic goals were developed by the Gifted Program Advisory Council (GPAC) 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.

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.

The major focus of the 2022-2025 plan cycle is equity and excellence. The GPAC will continue to set implementation goals biannually. Data and updates will be presented to GPAC, AIG Specialists, and the Curriculum Leadership team by the AIG Coordinator. A special consideration to examine and navigate the learning loss experienced by AIG students will be made.

*** 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 schools. All DCS AIG funds directly benefit and support the DCS AIG program, AIG students, and/or AIG personnel.

Davidson County is currently serving 2,012 AIG students (based on the Fall 2021 Headcount). For the 2019-20 school year, the amount allocated from state and local funding was \$1,031,176.79, the amount allocated for 2020-2021 was \$1,005,976.68, and the amount for 2021-2022 was \$993,892.58. Eighty-two percent of the total state AIG budget is currently allocated for AIG personnel employing nine full-time AIG specialist positions, two part-time AIG specialist positions, and one part-time administrative assistant. The remaining eighteen percent is used for supplies, printing needs, instructional materials, AP textbooks, equipment, identification testing, stipends for teachers who teach additional AP courses as a fifth period class, 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/guardian community.

AIG received \$17,528.80 in local monies for the 2019-2020 fiscal year. \$5,163.60 was allocated from local monies for AIG in 2020-2021. For 2021-2022, the allocation for AIG from the local budget was \$16,629.15.

*** Practice D**

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

District Response:

EVAAS data was an important tool in determining the academic success of AIG students in our 19-22 plan. However, there was no EVAAS data available for 2020, and the data from 2021 has not been released to building level

administrators in our district. The need to maintain and analyze alternate sources of student data has become apparent since the lack of standardized testing in 2020.

Drop-out Analysis:

Drop out data of AIG students is analyzed each year and shared with high school principals, DCS Secondary Director, Associate Superintendent of Curriculum and Instruction, Gifted Parent Advisory Council, and AIG Specialists. Data is disaggregated by feeder pattern and identification type. Over the last school year, our district has experienced an increase in the number of AIG students dropping out due to attendance issues and a lack of engagement. This occurs more frequently in some feeder patterns than others in our district. This data has informed a need to focus on supporting the SEL needs of AIG students across the district. As schools in our district implement early warning systems as a part of MTSS, we hope to address struggling students before they reach the threshold of dropping out of high school.

Participation in Rigorous Coursework for High School students:An 2021-2022 analysis of DEPs and course enrollments revealed numerous AIG identified students that were not enrolled in any honors level and/or AP or CCP classes. Ninth grade students demonstrated the greatest gap in honors level enrollment and AIG identification. Some high schools had greater incidents than others. AIG enrollment data is shared with curriculum leaders and building level principals.

During the 2022-2025 AIG plan cycle, intentional communication with building level principals, parents, school counselors, and AIG students will help reinforce the need for AIG students to be enrolled in rigorous coursework. Our Middle School and High School AIG Specialists will provide information during registration season to parents via family registration night events and email. AIG students in our district are not automatically enrolled in honors, AP, or CCP classes. Specialists will check registration requests in Powerschool in the spring and will send letters to parent/guardians explaining the course waiver process to AIG students not currently enrolled in rigorous coursework. Documentation and analysis of course enrollment will continue to be a part of secondary DEPs. This data will continue to be monitored during the next plan cycle.

Achievement and Growth Data:

Recently released 2021 AIG Subgroup EVAAS trends in grades 3-8 reading, math, and science EOG data show an average growth of .477 for our district. This compares to -.076 for our district in 2018. An absence of EVAAS data since school closure has prevented the analysis of this information by district leadership, school administrators, classroom teachers, and AIG specialists. Our AIG department plans to deeply analyze this data with district stakeholders during our next plan cycle. Classroom teachers will receive training across the district on how to drill

down their individual EVAAS data to assess how advanced level students are performing in their classrooms.

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**

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

District Response:

Each year AIG representation data is compiled into a demographic data comparison sheet and shared with the Gifted Program Advisory Council and district leadership. During our fall headcount of 2021, eighty percent of the students in Davidson County Schools are Caucasian, as are 87% of the AIG-identified students. Asian students comprise 1.3% of the LEA student population, while 2.6% of the AIG population is Asian. The Black population in the district is 3.6%, while 1.2% of AIG population is Black. The LEA membership percentage for Hispanics is 11.1%, while 5.8% of the AIG population is Hispanic. Finally, in the multi-racial category, the LEA membership percentage is 3.9%, while the AIG percentage is 2.7%.

In an effort to support the equity and excellence focus of the 2022-2025 plan, the AIG district coordinator will collect and present yearly data on the performance of underrepresented populations of AIG students to the GPAC, District Curriculum Leadership Team, and AIG Specialists. This information will be used to inform program improvement efforts.

English Learners:

Currently our district has 580 students in our EL program, this consists of 68 students who are immigrants in their first three years of US schools. We continue to look for ways to unmask the potential in our EL learners. Year 1 and 2 EL students are given the full CogAT battery; however, they may qualify for additional AIG support with only a nonverbal

aptitude subtest score. We have moved to an online platform that allows the test directions to be read in Spanish. After exiting their EL status, students will be given a new aptitude using the full CogAT assessment.

Economically Disadvantaged:

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 as AIG at our Title I Elementary Schools as compared to our non-Title I schools. In our district, we have 18 elementary schools, 13 of which are Title I schools and 5 that are non-Title I.

In an effort to increase talent development opportunities in Title 1 elementary schools our district will consider during the 2022-2025 plan cycle hiring an additional AIG specialist or contracting a part-time AIG specialists to serve in underrepresented schools. We have seven middle schools with 1 of those receiving Title I funding. In the fall of 2021, 69% of our AIG identified students attended non-title 1 schools; as compared to, 31% attending Title 1 schools. 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. In 2021- 2022 our AIG department updated the observational tool used by classroom teachers to identify students for nurturing K-3 as well as the observational tool used in our identification of pathway three. These updates included behaviors demonstrated by AIG students who may be economically disadvantaged or ELs.

Summer Enrichment Opportunities for Title One Feeder Patterns:

Each summer our district hosts an interest -driven AIG enrichment camp for middle school students. This camp is hosted in a middle school located in the northeastern side of our county, which is a non -Title One area. 85% of our enrichment camp participants attend non Title One feeder patterns also located in the northeastern end of Davidson County. In the summer of 2022 we plan to pilot a two day mini camp in the central/southern end of our county in an effort to attract participants from Title One area middle schools. Registration to our mini camp will be limited to students from Title One area feeder patterns. Registration to our full week camp is available to all students from our district. As long as ESSER funding is available, our camps will be free of charge, provide transportation, and serve meals to participants.

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.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	22.22%	<5%	5.43%	---	6.40%	---	13.09%
Male	17.21%	<5%	6.78%	---	10.37%	---	11.94%
Total	19.76%	<5%	6.13%	---	8.52%	---	12.49%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice F**

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

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 134 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.

Our district's 2019-2022 plan outlined the vision of providing an alternate AIG endorsement for teachers via an asynchronous Canvas course. 102 DCS educators have completed this endorsement requirement since 2019.

The AIG department maintains a spreadsheet of teachers who hold AIG licensure, completed the DCS locally endorsed Canvas course, or have completed university AIG coursework, but have not added the endorsement to their license. This spreadsheet is shared with building administrators and curriculum leaders. District licensure and/or endorsement requirements have been mandated for ELA and math teachers of record in grades K-8.

Since the pandemic our university partners have not been able to offer university level coursework for AIG licensure. Our district hopes to cover the tuition expenses for teachers pursuing AIG licensure via university coursework in the future.

*** Practice G**

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

District Response:

GPAC: 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 an AIG Program Standard. During AIG submission plan years, GPAC plays a critical role in providing feedback on the plan draft before the school board votes on the plan and it is submitted to NCDPI.

Surveys:

Stakeholders were surveyed on-line to elicit feedback on the quality and effectiveness of our AIG program. Survey questions from NCDPI's AIG Plan Development Resources were used to develop the survey instrument. Surveys were administered to elementary students during class by AIG specialists. Secondary students were emailed surveys directly. Parent, administrator, and teacher surveys were shared via an email invite. The surveys were analyzed by AIG specialists and stakeholder focus groups. Contact information was provided on all surveys.

Survey Participation Data 2021-2022

- Elementary Students-208

- Secondary Students - 311
- AIG certified/endorsed staff - 93
- Parent Survey - 190
- Administrators - 31

Focus Groups and Parent Nights:

In an effort to analyze our AIG survey data in a more intentional manner, a variety of focus groups met via zoom to discuss our current data, suggest revisions to our district program, and provide feedback. Nine groups consisting of Principals (Elementary, Middle, and High), AIG licensed/endorsed teachers (Elementary, Middle, and High), Parents, AIG Specialists, and High School students met and analyzed data collected from surveys released in the fall of 2021.

AIG Parent Conference Opportunities 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 participate in school-wide events such as spring registration and open houses.

*** Practice H**

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

District Response:

Stakeholder surveys, EVAAS AIG subgroup data, LEA Self-Assessment Tool, and input from elementary, middle, and high school specialists were gathered to review the 2022-2025 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. Headcount data that was separated by feeder pattern, sex, and race were evaluated by the district team. The recommendations from the data dive were shared with school administrators K-12 and the Gifted Program Advisory Council.

The DCS Gifted Program Advisory Council is composed 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 are held with AP teachers, honors teachers, AIG cluster teachers, and AIG specialists. Informal qualitative/perception data is obtained from these target groups and is used to inform the development of our 2022-2025 plan.

*** Practice I**

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

District Response:

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 dissemination 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/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response:

Parents/guardians 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.

Informed Consent for placement and identification:

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.

Reassessment Procedures:

Formal identification of AIG students begins in the third grade when all students enrolled in the SCOS are given the Cognitive Abilities Test (CogAT). Achievement tests such as EOG's are also used in third grade to determine a student's AIG identification. If a student is not identified as a third grade student they may be reassessed in later grades if their achievement and academic performance increases. Each year, AIG specialists collect the names of students who placed in the 85% on state level achievement tests to reevaluate possible AIG identification. These students may be given another CogAT test or an ITBS test if their current scores are more than one year old. As soon as students are able to demonstrate their eligibility they are identified as AIG and provided instructional AIG support.

Transfers from other LEAs:

When students formerly identified as AIG transfer in from other LEAs, the data manager notifies the AIG specialist based at the school. The AIG specialist completes a records review and determines if the data used to qualify the student in another district meets DCS qualification criteria. If the data align with our qualification criteria the specialist contacts the parents and sets up a conference (face to face, phone, zoom). During the conference the specialist reviews the student's array of services, provides a copy of parent/guardian/student rights, and contacts the district level coordinator to ensure the student's identification is properly recorded in Powerschool. The parent/guardian also signs and receives copies of the Student Identification/Placement Record/School Site Decision form and the DEP.

If the data contained in the student's record do not indicate the student has met our placement criteria, the school based gifted team meets to determine next steps. If the student's aptitude is within 5% of Davidson County School's criteria, the AIG department can administer an additional aptitude test. The parent/guardian is asked to sign a permission to screen form and given a copy of the parent/guardian/student rights. EOG scores will be used as the achievement criterion unless the student transfers from out-of-state or from a private school. An additional achievement test can be administered if the student's current achievement scores are within 5% of the system criteria for placement. If Pathway 3 is an option, an observation checklist and a performance task assessment will be completed. 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.

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:

- The parent/guardian should meet with the regular classroom teacher and/or the AIG teacher to seek a resolution.
- 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).
- If no resolution is reached at the school level, the parent/guardian may request in writing an appeal to the District Gifted Education Team.
- 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.
- If an agreement is not reached, the parent/guardian may appeal in writing to the Davidson County Schools Superintendent.
- 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.



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*** Ideas for Strengthening 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

Planned Sources of Evidence

- * Documentation of Board Approval
- * Board Agenda
- * 2019-22 AIG Plan Review by DPI
- * 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/ locally endorsed teachers
* Class rosters
* Parent/Student Rights in Identification Placement and Services Form
* Procedures to Resolve Disagreements of Gifted Procedures Options

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 <u>DCS AIG Dropout Data 2017-2021</u>  <u>Parent-Student Rights in AIG Placement, Identification, Services -- Spanish</u>  <u>2021-2022 DCS 9th Grade Students Identified as AIG and not enrolled in any honors coursework</u>  <u>AIG Specialists Focus Group Survey Analysis Secondary Students</u>  <u>AIG Specialists Focus Group Survey Analysis Parent Feedback</u>  <u>AIG Specialists Focus Group</u>

Survey Analysis Elementary Students

 Parent-Student Rights in AIG Placement, Identification, and Services

 AIG Standard 6 Additional Resources

Local Board of Education Approval

Davidson County Schools (290) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/06/2022 

Original Application Submission Date: 06/14/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Davidson Co BOE Advanced Learning Plan Approval 6-6-22  Davidson Co Schools AIG 2022-2025 Plan Executive Summary.

AIG Related Documents

Davidson County Schools (290) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Davidson Co BOE Advanced Learning Plan Approval 6-6-22 Davidson Co Schools AIG 2022-2025 Plan Executive Summary.

Optional Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	Davidson County Schools AIG Services Flier Davidson Co Schools AIG Placement Record Document Protocol for AIG Specialists AIG Placement Criteria Grades 3-5

	<p><u>DCS Observational Tool</u></p> <p> <u>DCS AIG Guidebook and Procedures 2021-2022</u></p> <p> <u>DCS AIG Services Flier</u></p> <p> <u>DCS AIG Summer Camp 2022 Registration Flier</u></p> <p> <u>Advance Placement and CCP Which should I choose?</u></p> <p> <u>DCS Credit by Demonstrated Mastery Flier</u></p> <p> <u>DCS Grade Acceleration Protocol</u></p> <p> <u>AIG Students and the High School Experience</u></p> <p> <u>What can I expect in middle school if I am AIG?</u></p>	
<p>AIG Standard 2 Additional Resources</p>	<p>N/A</p>	<p> <u>Using Choice Board to Differentiate Remote Instruction PD</u></p> <p> <u>DCS DEP Grades 6-8</u></p> <p> <u>DCS DEP Grades 9-12</u></p> <p> <u>DCS DEP Elementary Grades</u></p> <p> <u>DCS AIG Elementary Grades Progress Report</u></p>
<p>AIG Standard 3 Additional Resources</p>	<p>N/A</p>	

			<p> <u>AIG Administrator Checklist</u></p>
AIG Standard 4 Additional Resources	N/A		<p> <u>AIG Local Endorsement Canvas Course Assignments</u></p> <p> <u>DCS AIG Guidebook and Procedures 2021-2022</u></p> <p> <u>DCS AIG Licensed - Endorsed Data Base</u></p>
AIG Standard 5 Additional Resources	N/A		<p> <u>DCS Academically/Intellectually Gifted Webpage</u></p> <p> <u>FAQ - DCS AIG Webpage</u></p> <p> <u>Understanding CogAT Results -- DCS AIG Webpage</u></p> <p> <u>Gifted Program Advisory Council -- DCS AIG Webpage</u></p>
AIG Standard 6 Additional Resources	N/A		<p> <u>DCS AIG Dropout Data 2017-2021</u></p> <p> <u>Parent-Student Rights in AIG Placement, Identification, Services -- Spanish</u></p> <p> <u>2021-2022 DCS 9th Grade Students Identified as AIG and not enrolled in any honors coursework</u></p> <p> <u>AIG Specialists Focus Group</u></p>

[Survey Analysis Secondary Students](#)

 [AIG Specialists Focus Group Survey Analysis Parent Feedback](#)

 [AIG Specialists Focus Group Survey Analysis Elementary Students](#)

 [Parent-Student Rights in AIG Placement, Identification, and Services](#)

 [AIG Standard 6 Additional Resources](#)

Glossary

Davidson County Schools (290) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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