

Overview: Mission/Vision Statement and Funding

Davie County Schools (300) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Davie 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 Davie County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

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

DCS Mission: We engage, equip, and empower students.

AIG Vision: Davie County Schools will provide all AIG students with engaging and challenging experiences to develop their potential, prepare them for college and careers, and maximize their future opportunities.

AIG Program Goals: In order to improve the educational performance of gifted students, Davie County Schools will work:

To identify students with high abilities and high academic achievement utilizing multiple criteria.

To differentiate and enrich the core curriculum to challenge the academically/intellectually gifted learner.

To provide an array of services in a variety of settings which meet the academic needs of highly able learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 340,343.00	* \$ 41,558.00	* \$ 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:

Davie County Schools has a district-wide process for screening and referral that leads to identification of students who need gifted education services. All elementary and middle schools have a Gifted Services Team (GST) that reviews student profiles and determines eligibility. Each GST includes a school administrator, classroom teacher representatives, and the school counselor and is led by the AIG specialist who serves the school. One AIG specialist assigned as the “district lead” facilitates a GST (with high school representatives) for the high school level.

Screening and Referral Processes by Grade Span:

Kindergarten - Grade 3

AIG candidates are typically nurtured and not formally identified during kindergarten through 3rd grade. Therefore, at this grade span, students are often served in flexible grouping structures across a grade level, with grouping and regrouping occurring throughout the school year as students grow and progress. Pull-out nurturing with the AIG specialist is primarily dependent upon teacher referral, as the teacher reviews student data and consults with parents/guardians. To consider students for a referral, teachers use both quantitative and qualitative data to determine if the student has a need for a differentiated curriculum in English language arts and/or math. Quantitative data may

include assessment data (reading assessments such as DIBELS8, mClass and iReady, and math assessments such as iReady) while the GS-1b Gifted Behavior Scale (K-3) is used for the qualitative observations. Students should show the ability to perform one or more years above grade level. Students meeting early entrance to kindergarten requirements are considered as well. A GS-1a Candidate Screening (Grades K-3) form is completed for each referral to document the process.

Grades 4-8

All 3rd graders and 6th graders take the Cognitive Abilities Test (CogAT). As soon as NC End-of-Grade Test scores in Reading and Math are available, the AIG specialist for a given school reviews EOG scores for all students annually. Taking into consideration the most recent CogAT scores, the specialist organizes a list of students whose complete profile should be reviewed by the GST to determine eligibility and needed AIG services. Teachers may also refer students to the GST. The process for a referral is consistent with the process used for Grades K-2. Both quantitative data (reading assessments and math assessments, classroom grades, EOG scores) and qualitative data (GS-3 Gifted Behavior Scale (4-8)) are used to determine the need for differentiated curriculum in English language arts and/or math. A GS-2 Initial Referral and Screening (Grades 3-8) form is completed for each referral to document the process.

Grades 9-12

In most cases, gifted students have already been identified in earlier grade levels. Regardless of identification, students self-select the Honors, AP, and college-level courses based upon their academic needs, interests, and goals. However, teachers may refer students to the GST for review. The process for a referral is consistent with the process used for Grades K-8. Both quantitative data (reading assessments and math assessments, classroom grades, EOC scores) and qualitative data (anecdotal teacher notes and observations) are used to determine the need for identification. Parents/guardians and students may self-refer as well.

*** 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:

Davie County Schools employs a consistent process using multiple criteria for AIG student identification, including measures of student aptitude, achievement, or potential to achieve, and both quantitative and qualitative evidence to inform placement decisions. With the last revision of the plan, the District Gifted Services Team clarified procedures to improve consistency in the identification of AIG students throughout the district as summarized and described in detail below.

Gifted Services Identification Procedures:

Each school's Gifted Services Team (GST) evaluates multiple criteria to determine student eligibility and a student's need for gifted services annually. Students are also eligible for referral in grades K-12, although formal identification does not typically occur until the beginning of fourth grade.

Students may be identified as Academically Gifted, Intellectually Gifted, or Academically & Intellectually Gifted; and these may be associated with Reading, Math, or both. Students identified must reach a minimum indicator of 180 from the combined components of the Multiple Criteria for Identification. If a student does not meet the 180 indicator requirement but has a superior score of 98 percentile or higher on an aptitude or achievement test, alternative measures including (but not limited to) non-verbal aptitude tests or additional nationally-normed achievement measures may be used to aid the decision-making process.

Identification of Gifted Candidates

Kindergarten through third grade students identified as candidates for AIG identification receive differentiated services in the regular classroom, with flexible grouping and small group instruction. AIG specialists work closely with classroom teachers to identify students in need of enrichment services, and they spend time with these students in pull-out groups. Multiple criteria are reviewed to determine these needs and may include the following:

- Informal reading inventories
- Diagnostic reading assessments (currently mClass for grades 1-3, DIBELS8)
- Local reading benchmark scores for reading (iReady grades 3-5)
- State and/or local assessments for math (iReady grades K-5)
- Classroom performance indicating work at least one year above grade level

- Observations
- Gifted Behavior Scale (GS-1b Gifted Behavior Scale (K-3))

Not one single criterion provides enough information to identify candidates in kindergarten through third grade. However, a combination of these assessments, along with teacher recommendations, aids the GST in identifying students in need of enrichment services.

Formal Gifted Identification

While K-3 Candidates are typically nurtured and formally identified at the end of third grade/beginning of fourth grade, a few students are formally identified at an earlier age. When a student is three years above grade level, indicating giftedness well beyond early exposure to academic content and skill development, the GST will consider the following information in making decisions about formal identification prior to fourth grade, cross-grade grouping, and/or grade skipping.

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

Within the more typical timeline for formal identification, there are four criteria that are considered to determine placement: aptitude tests, achievement tests, teacher recommendations, and classroom performance. In Davie County Schools, the CogAT is administered in third and sixth grade to provide an aptitude assessment for every

student. ESL (English as a Second Language) students who meet the criteria established by the district ESL program are administered the alternative test for CogAT, the Naglieri Nonverbal Ability Test (NNAT). End-of-Grade (EOG) tests serve as the achievement assessments. Students classroom performance and teacher recommendations include observable quantitative and qualitative attributes. Students are formally identified as Academically Intellectually Gifted (AIG), Academically Gifted in both Reading and Math (AG), Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Intellectually Gifted (IG).

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

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

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

If a student being considered for academically gifted identification does not meet the 180 indicator requirement using the composite aptitude score, the percentile for each aptitude subtest (verbal, nonverbal, quantitative) may be taken into consideration by the Gifted Services Team in determining placement if:

- The classroom teacher recommends or strongly recommends the student as gifted.
- Classroom observations completed by the AIG Specialist provide supporting evidence for placement.

In addition, the GST may refer the student for additional testing with the school psychologist.

If there is a significant discrepancy between a student's achievement and aptitude scores, the Gifted Services Team may use alternative measures including (but not limited to) non-verbal aptitude tests or additional nationally-normed achievement measures (such as the Test of Nonverbal Intelligence TONI-4) to aid the decision-making process for identification and services. A composite score of 98 percentile or higher on an aptitude test (CogAT) indicates intellectual giftedness (IG), even if the classroom performance is not yet aligned.

Students who are identified in gifted programs outside Davie County and transfer into the district will be considered for local eligibility using the Multiple Criteria Rubric and the existing scores in their cumulative record. The GST will evaluate the student's individual needs and determine the most appropriate educational services.

Parents/guardians may seek an independent evaluation by a licensed private psychologist. However, parents/guardians must adhere to the district [GS-15 Procedures for Independent Evaluations](#) if they wish to submit outside test scores for consideration by the GST in the AIG identification process. These guidelines detail the communication requirements, a list of approved assessments, and the expectations a private psychologist must follow. (See also [GS-15a Notice of Independent Evaluation](#) and [GS-15b Psychologist's Statement](#))

(See Appendix for [AIG Identification Procedures](#) for more information and clarification within tables.)



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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:

Davie County Schools is making conscious efforts to provide equity in the identification of AIG students. A headcount analysis of AIG student demographics is conducted annually and reviewed by the District Gifted Services Team and shared with the AIG Advisory. At the time of the writing of this plan, the district's ethnic makeup of the student population is as follows:

- White 71.58%
- Hispanic 16.07%
- African American 6.35%
- Multiracial 4.83%
- Other (Pacific Islander, Asian, American Indian) 1.17 %

The ethnic makeup of identified students in the district is as follows:

- White 89.53%
- Hispanic 4.04%
- African American 1.64%
- Multiracial 3.03%
- Other (Pacific Islander, Asian, American Indian) 1.76 %

The district enrollment and the AIG identified student enrollment percentages are used to calculate a representation index for each ethnic group to determine the extent of representation. The calculations show that the Hispanic and African American populations are underrepresented in the program and should be an area of focus for the district AIG team when evaluating the identification process. Davie County Schools would like to see better alignment in the percentages of minority students who are identified as gifted learners. There are ongoing conversations with the ESL Director to communicate with and encourage ESL teachers/assistants to refer students who excel in language acquisition. Cohorts of teachers at the middle and high school level completed SIOP (Sheltered Instruction Observation Protocol) training to improve teaching effectiveness with English learners. To ensure equitable access to AIG identification, Davie County Schools:

- Universally screens ALL students in grades 3 and 6 with the CogAT.
- Reviews EOG results of ALL students in grades 3-8 to consider potential eligibility annually.

- Uses alternative assessments (i.e. TONI-4, Naglieri Nonverbal Abilities Test) for individualized testing with recommendation of the GST.
- Employs data beyond standardized test scores to consider students' comprehensive profile, teacher recommendations, classroom performance, and observations by the AIG specialist as needed to ensure an accurate profile of students.
- Will continue to seek strategies to identify students more equitably.

*** Practice D**

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

District Response:

Davie County Schools is fortunate in that the size of the district, number of schools, and number of AIG specialists and Gifted Services Teams help support consistency. AIG specialists work closely together, sharing electronic documents, collaborating and discussing their work, and seeking alignment among themselves and with the district coordinator and AIG plan. Transition meetings allow clear communication and collaboration between teachers and specialists at different grade spans.

Assessments used for AIG screening, referral, and identification, including the administration of the CogAT to both 3rd and 6th grade students and state EOGs for 3rd-8th graders, is directed at the district level to ensure common and consistent administration across the LEA.

- The testing coordinator (assistant principal) at each school site is trained by the district Director of Accountability and Student Information for each test administered.
- Each coordinator then trains each test administrator at the school level in the nuances of each test and its administration before the test is given, ensuring consistency across the district and within each school.
- The state/district testing code of ethics is explained to each test administrator, and each administrator signs affirmation that s/he understands and intends to abide by the code.

The full rosters of student scores, both on the aptitude tests (CogAT) and on the achievement tests (EOGs), are provided to the AIG specialist and the Gifted Services Team at each school, ensuring that multiple professionals view the complete results of testing. Each AIG specialist uses a student folder system with common district forms, including the Multiple Criteria for Identification Rubric. The 180 minimum combined score on multiple criteria for formal identification in the AIG program is consistent across the district, and the same information is considered by each Gifted Services Team, including the CogAT results, EOG results, teacher recommendations, classroom performance, any further or alternative individualized testing, and any necessary observations by the AIG specialist. If or when a question or identification dilemma arises at the school level, AIG specialists discuss and confirm their thoughts at the district level with other specialists and the district coordinator, again to better ensure consistency across the county.

*** Practice E**

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

District Response:

Communication of the local AIG Plan and procedures is an established practice in Davie County Schools. Each school's AIG specialist and Gifted Services Team spearhead these efforts and continually refer to the local plan for guidance in their work with students, staff, and parents/guardians. There are many strategies used to articulate and disseminate procedures for AIG identification, including electronic, written, and verbal means:

- District AIG Plan (including screening, referral, and identification procedures)
 - developed collaboratively with AIG specialists and with input from AIG Advisory representatives
 - distributed to schools
 - discussed in principals' meetings
 - posted online, complete with access to appendix of documents and forms
- AIG specialists' communication with staff about referral process (through meetings, emails, and verbally)

- Testing notification letters and published testing windows
- Parent/guardian letters mailed or sent home with students
- Annual parent/guardian meetings (with slide presentations and handouts)
- Other parent/guardian meetings, such as PTA/PTO, Open House, Curriculum Nights, Rising 9th Grade AIG Meeting, etc.
- Gifted Services Team meetings
- Information posted on the district and school websites
- Verbally by phone and face-to-face conversations with stakeholders
- Annual surveys to inform ongoing improvements in AIG programming

To improve communication, the district AIG team created a parent/guardian and staff-friendly brochure that can be shared at various times and locations, as well as posted online. The brochure includes information on identification and services and contact information to learn more. All documents, letters, and forms have a translated version available if requested. The AIG Plan is linked on the district AIG webpage and a translated version will be linked there as well. An online suggestion box can be found on the district AIG webpage. Staff, parents/guardians, students, and members of the community can complete this form to share suggestions, concerns, ideas, and information to guide the continued improvement of the AIG program. Submissions are anonymous unless they choose to leave their name and email address for a response.

*** 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:

Davie County Schools' AIG specialists document and maintain documentation of the identification process and services within an individual, confidential file/folder for each AIG student. Each specialist is knowledgeable of how to

complete and maintain documentation so that their school's files are in compliance. Within each file, the student's Differentiated Education Plan (DEP) identifies the level of service and delivery options for students individually and collectively. DEPs require a parent/guardian signature.

Elementary AIG specialists start the process of collecting placement and identification documentation. Once a student becomes a candidate for services, a letter is sent to the student's parents/guardians (GS-7 Sample Parent/Guardian Meeting Invitation). Each elementary AIG specialist creates the student file that includes the district rubric for identification and GS-5 Placement Record, as well as other documentation. The GS-8 Elementary School Differentiated Education Plan (DEP) is completed and shared with parents/guardians during a meeting at the beginning of each school year. At the end of each school year, elementary AIG specialists meet with the middle school AIG specialists to share data and transfer files for the identified students transitioning from elementary to middle school within their feeder pattern. A GS-9 Middle School Differentiated Education Plan (DEP) is completed by middle school AIG specialists and shared with parents/guardians during the parent/guardian meetings at the beginning of the year. At the elementary and middle school level, AIG specialists:

- Notify parents/guardians of identification and services that best meet students' needs
- Meet at least annually with all parents/guardians to explain and review the selection process and the service delivery options.

As students move from middle school to high school, the middle school AIG specialists share data and transfer files for identified students with the lead AIG specialist who acts as a liaison to the high school and early college. A GS-10 High School Differentiated Education Plan (DEP) is added to the student's file. A rising 9th Grade AIG meeting is held on Curriculum Night when incoming freshmen and their families are invited to the high school to learn more about course options, clubs, sports, and other programs. The district AIG coordinator, along with the AIG high school liaison, the head counselor, and a representative from the early college, communicate and advise students and families on what to expect as they transition from middle school to high school services. An assigned high school counselor meets with students individually at least annually and loops with students to advise them throughout their high school career. Due to the self-selection process at the high school level, AIG students receive guidance in developing their own individualized programs of study and course selections based upon their needs, interests, and future goals.

*** Ideas for Strengthening the Standard**

- Continue to monitor and review the AIG headcount (and breakdown by gender, ethnicity, school location, etc.) to determine if adjustments should be made to the 180 benchmark for identification.
- Collaborate with and provide support for ESL, EC, and regular classroom teachers when observing gifted behaviors and how to better identify (and nurture) giftedness
- Improve processes and protocols as needed to improve consistency and maintain fidelity of implementation
- Continue to explore options for communication with families, students, staff, and the community - creation of visuals and diagrams, consistent use of a newsletter, use of communication apps like Remind, etc.

Planned Sources of Evidence

- * Documentation from Gifted Services Team meetings
- * Assessment training materials and results
- * Linked documents
- * Parent letters, including testing notification and individual reports
- * District AIG webpage
- * Student folders and documentation
- * Agendas from presentations (parent/guardian meetings, BOE meetings, staff meetings, AIG Advisory meetings)

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

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:

Davie County Schools provides a wide array of program service options to meet the needs of gifted learners across all grade spans K-12. These services are aligned with student identification in Reading/ELA and Math, and there are also enrichment opportunities for students gifted in other areas.

At the elementary level, professional development has been and continues to be provided to support differentiation and higher-level thinking skills for all students. However, as principals build master schedules and class rosters, they will place gifted or potentially gifted students with classroom teachers specifically trained in teaching advanced learners (AIG licensed, AIG local endorsement, trained in Advanced Placement) and/or with proven success with higher level students (EVAAS and other data) when practicable.

K-3 Services

Davie County Schools has a nurturing program for students in kindergarten through grade 3 who demonstrate potential for AIG identification.

- Cluster Grouping - In grades 1-3, a group of students with similar abilities (recommended 4-8 minimum) are placed in a class together to provide differentiated instruction and an intellectual peer group. If a combination class exists, higher level students in one grade span will be strongly considered for grouping with the next grade level.
- Flexible Grouping - Regular classroom teachers utilize small group instruction and differentiated center time. Students are grouped by common ability or readiness levels, in some cases across the entire grade level, to receive differentiated curriculum and instruction. Grouping is fluid, with grouping and regrouping occurring throughout the school year as students are reassessed. This practice supports guided instruction above grade level even when students are not yet identified.
- Consultation/Collaboration - The AIG specialist (shared position at most elementary schools) collaborates with regular classroom teachers to provide enrichment materials in reading and math.
- Pull-out Nurturing/Resource - The AIG specialist works with gifted (formally identified) or potentially gifted students outside of the regular classroom to provide enrichment at least 1 hour per week. Enrichment may include special projects and exposure to advanced content and technology.
- Enhancements - Elementary students benefit from enhancement classes in music (weekly), visual arts (weekly), and physical education (daily in most schools). The media specialist also facilitates or supports instruction and special projects.

4-5 Services

- Cluster Grouping - In grades 4-5, a group of gifted students (recommended 4-8 minimum) are placed in a class together to provide differentiated instruction and an intellectual peer group. Students may have tiered assignments, thematic/integrated units, compacted curriculum, and other modifications.
- Flexible Grouping - Regular classroom teachers utilize small group instruction and differentiated stations. Students are grouped by common ability, in some cases across the entire grade level, to receive differentiated curriculum and instruction. Grouping may be fluid, with grouping and regrouping occurring throughout the school year.

- Consultation/Collaboration - The AIG specialist collaborates with regular classroom teachers to provide enrichment materials in reading and math. In some cases, the AIG specialist may push-in or co-teach with the regular classroom teacher.
- Pull-out Resource - The AIG specialist works with gifted students outside of the regular classroom to provide enrichment, extension, or acceleration beyond the normal curriculum/standards (typically no less than 1.5 hours per week in a given area of identification--math or reading).
- Enhancements - Elementary students benefit from enhancement classes in music (weekly), visual arts (weekly), and physical education (daily in most schools). The media specialist also facilitates or supports instruction and special projects. With students in grades 4-5, the media specialist may organize book clubs, novel studies, and/or Battle of the Books competitive reading.
- Other choices for learning environments and content modifications are listed on the GS-8 Elementary School Differentiated Education Plan (DEP). Students may also apply for and attend summer programs through the North Carolina School of Science and Mathematics or the Science House.

At the secondary level (middle and high school), principals consider special qualifications for teaching higher-level learners as they create a master schedule and assign advanced courses to teachers. Priorities include 1) education/licensure (AIG licensure or local endorsement, licensure in higher grade levels/subjects, trained in Advanced Placement, and advanced degrees or certification) and 2) proven success with higher level students (EVAAS, AP scores, and other data).

6-8 Services

Each middle school has an AIG specialist who also serves as a regular classroom teacher in either ELA or math.

- Consultation/Collaboration - The AIG specialist collaborates with regular classroom teachers to provide enrichment materials or strategies.
- Advanced Classes - Gifted students are placed in advanced classes in ELA and math in which the curriculum is extended (greater depth and complexity) and/or accelerated or compacted (faster-paced). This homogeneous grouping may include some students who are high-achieving but not yet identified.

- **Encore Classes** - In addition to Health/PE, students may choose from a variety of elective courses based upon their strengths and interests, including Career & Technical Education options and many choices in the visual/performing arts. In addition, an intervention/enrichment period may provide additional differentiation for gifted students.

- **More specific choices for learning environments and content modifications are listed on the Middle School Differentiated Education Plan (DEP) (GS-9). Students may also apply for and attend summer programs through the North Carolina School of Science and Mathematics or the Science House.**

9-12 Services

One lead AIG specialist serves as a facilitator for the high school level but does not work directly with gifted students. All high school students are offered individualized counseling and advising (at least annually) with an assigned counselor who loops with them throughout their high school career. This provides personalized planning and self-selection of courses that meet the students' needs, strengths, interests, and future goals.

- **Honors Courses** - Students may register for honors level courses in core subjects (math, English, science, social studies), Career & Technical Education (CTE), and performing/visual arts. In some cases, a recommendation or audition is necessary. At Davie County Early College High School, almost all high school courses are taught at the honors level.
- **STEM Center Courses** - Students at Davie County High School can apply to take STEM core classes, which integrate the design process, utilize some common instructional strategies, and develop students' soft skills. Admission to the STEM Center also grants access to other enrichment activities such as STEM-related field trips and speakers.
- **Advanced Placement (AP) Courses** - Davie County High School offers approximately a dozen AP courses face-to-face with qualified teachers. College credit may be earned with a passing AP exam score (3, 4, or 5). Additional AP options are considered regularly and added when needed and possible.
- **NC Virtual Public High School Online Courses** - Students have access to additional honors and AP courses online through NCVPS.
- **Dual Enrollment Courses** - Through Career & College Promise (CCP) and a partnership with our local community college, students at Davie County High School and Davie County Early College High School may

enroll in college courses that are dual enrollment and earn both high school and college credits.

- Electives - Students at Davie County High School may choose from a variety of elective courses based upon their strengths and interests, including a plethora of Career & Technical Education courses and pathways and exceptional courses and programs in the visual/performing arts. There are many honors and advanced options within the elective offerings.
- Credit by Demonstrated Mastery - Students in grades 8-11 may apply for and earn credit for a high school course by demonstrating exceptional mastery without completing the traditional “seat time” in the course.
- Students may also apply for and attend the NC School of Science & Math and the NC Governor’s School summer program in English, mathematics, social science, natural science, or visual/performing arts.
- More specific choices for learning environments and content modifications are listed on the GS-10 High School Differentiated Education Plan (DEP).

Davie County Schools works to ensure that the services provided to gifted students align with their area(s) of identification. The service options outlined above will typically apply in Reading/English Language Arts and/or Math.

Reading/English Language Arts

Students who are identified in Reading/English Language Arts may be served in the variety of ways previously noted: Consultation/Collaboration in heterogeneous or homogeneous groups (elementary/middle), Cluster and Flexible Grouping (elementary), Pull-out Resource (elementary), Advanced Classes (middle), and Honors, STEM, AP, Online, and Dual Enrollment Courses (high). Methods typically include extension or enrichment strategies, with greater text complexity and higher-level thinking. AIG specialists and teachers may choose from a menu of content modifications noted in the DEPs, and these may be personalized by student and intensified for those who are intellectually gifted (98 percentile or above on CogAT).

Math

Similarly, students who are identified in Math also may be served in the variety of ways noted above. However, math often includes curriculum compacting or acceleration, in addition to extension of the content standards. Fourth and fifth graders formally identified in math are exposed to math standards for the next grade level. This process continues into middle school advanced math classes so that students who are identified in math and those who score

Level 5 on the 7th Grade Math NC End-of-Grade Test typically take Math I in 8th grade. Like in Reading/ELA, a menu of content modifications are available in math, as noted in the DEP at each grade span.

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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:

Meeting the social and emotional needs of all students has become a focus in Davie County Schools. As part of the DCS Strategic Plan and School Based Mental Health Plan (SBMHP), social and emotional learning is to be embedded into each school day. Scheduling sessions with schools at all grade spans led to the intentional addition of SEL into each school schedule.

With the approval and implementation of the SBMHP, staff are required to complete training modules housed in a Canvas course. The 6 hours of initial training and the 2 hours of training every year to follow cover topics such as mental health, suicide prevention, substance abuse, teenage dating violence, child sex abuse, and sex trafficking prevention. Modules were released from the state with basic information and those modules have been added to by district staff to provide even more support and strategies when it comes to meeting student needs.

Programs are in place in schools throughout the district. Compassionate & Resilient Schools (CRS), a trauma-informed/trauma-sensitive approach to meeting the needs of the whole child, and Sources of Strength, a student-led program (national, research-based) that focuses on increasing student connectedness, positive thinking, and resiliency while aiming to prevent suicide, violence, bullying, and substance abuse, can be found in elementary and some secondary schools.

Classroom teachers and AIG specialists communicate with school counselors, social workers, and nurses about student needs and concerns. In addition to academic counseling, school counselors provide individual and small group counseling for students. Through partnerships with community agencies, such as The Dragonfly House

Children’s Advocacy Center and Kintegra, more intensive counseling and therapy can be referred and sometimes even provided onsite.

There is ongoing district collaboration among the Curriculum & Instruction, Student Services, and Exceptional Children departments. Existing district level meetings, district MTSS team meetings, and School Health Advisory Council (SHAC) meetings that include community partners are used to share information and problem solve issues around supporting students’ health, social, emotional, and academic needs.

All children, but gifted children specifically, have social-emotional needs that may distract or prevent them from being successful. Gifted students may exhibit perfectionism, overexcitability, awkward social development, and underachievement. Educating staff around the needs of gifted students will help them provide support to gifted students as they work to overcome those challenges. Modules in the AIG local endorsement course and in the instructional assistant course address the social and emotional needs of gifted students. AIG specialists provide articles and resources to staff and families to help them better understand and support their gifted children. The district AIG team will continue to gather and share resources through the website and through newsletters and communications to staff and families.

*** Practice C**

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

District Response:

Davie County Schools AIG program does not operate as a silo. AIG is integrated and closely connected with the total instructional program and resources. As a small LEA, the district AIG coordinator is a member of the small Curriculum & Instruction Department at Central Office, which supports all curriculum/instruction, professional development, grant writing/management, and all federal programs. While AIG coordination is balanced with many other responsibilities within this team, this means AIG is taken into consideration with all curriculum and instruction decisions, initiatives, policy revisions, etc.

As the district begins to work and plan within the framework of HRS (High Reliability Schools), consistency across the district will become a priority. With a focus on the Davie County Schools Instructional Framework, which promotes consistent expectations and best practices across the district and provides a structure that helps teachers design and

deliver effective instruction, and the implementation of MTSS, a multi-tiered system of support, professional development will be aligned with the district's vision and strategic plan, will be intentional, and will target student learning. AIG specialists have been and will continue to participate in training relevant to their grade levels/subjects. This is critical since both AIG specialists and regular classroom teachers are responsible for serving students and delivering instruction.

At the elementary level, AIG specialists collaborate with regular classroom teachers and work with instructional coaches at their assigned school(s), in addition to meeting and working with other elementary AIG specialists on a weekly basis. Elementary AIG specialists participate in content area and grade level professional learning communities (PLCs) at their schools and within the district. Furthermore, elementary AIG specialists communicate with middle school instructional coaches and/or teachers to ensure alignment as they accelerate students in math. At the middle school level, AIG specialists are part of grade level meetings and PLCs in their schools and district content area PLCs held quarterly. Since they are assigned to only one school, they often have leadership roles and may serve on leadership teams or school improvement teams. Middle school AIG specialists are part of focused efforts in digital teaching and learning, integrating new technology and participating in professional development on blended/personalized learning.

At the high school level, teachers who teach honors and AP courses are part of subject-based departments. They participate in PLCs, and they have collaborated to create honors portfolios to show extensions and differentiation worthy of honors credit. In addition, teachers who teach STEM core classes meet regularly in cross-curricular PLCs.

Finally, Davie County Schools has developed and implemented a local endorsement course for cohorts of teachers to earn a local AIG endorsement. The hybrid course will include online components with four face-to-face meetings. This course increases the knowledge and capacity of regular classroom teachers in meeting the needs of AIG students, which will support even stronger integration of AIG into the entire academic program.

*** 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:

Davie County Schools utilize purposeful but flexible grouping practices on a consistent basis in elementary classrooms. First, master scheduling takes into consideration summative data, teacher recommendations, balancing gender/ethnicity, and suggested/requested student separations. Gifted students are initially cluster-grouped (4-8 minimum) to ensure they have some intellectual peers throughout the instructional day. While whole group lessons provide on-grade-level instruction, small group instruction in reading and math target students' specific levels and needs. These groups are formed and reformed within a classroom and often across all classrooms in a grade level to allow better differentiation in peer-alike groups. In some schools and situations, cross-grade grouping (including but not limited to combination classes with next grade level students) and grade skipping are options. In addition, the AIG specialist pulls gifted learners for enrichment, extension, and/or acceleration, depending upon the grade level and subject. With HB 986, students who scored at the superior level on the previous year's NC Math End-of-Grade (EOG) test are served in pullout advanced/accelerated math with students already identified AIG.

At the middle school level, students are often more homogeneously grouped in advanced courses. As class numbers allow, high achieving middle schoolers who are not identified AIG but are likely to be successful in advanced courses may be grouped with students who are already identified. Further flexible grouping of students occurs within the relatively homogeneous classroom for projects and assignments. Information is reviewed at least quarterly to determine needs for intervention during Prowl Time, Paw Pride, and Jag Jam at the respective middle schools. Local and statewide assessment data, as well as learner profiles, are reviewed annually to determine the best placement for students for the following year.

At the high school level, students meet with their counselors at least annually to determine their best course selection. Students loop with their assigned counselor so that the counselor guides them throughout their high school career, from the 9th grade transition to applying for Governor's School and other summer enrichment, college, and scholarships. Students are generally grouped in honors, Advanced Placement (AP), and dual enrollment (CCP) courses through Davidson County Community College. Further grouping occurs within a given classroom for projects and assignments. These groupings may be intentional on the teacher's part, but they may also allow student choice in working independently or in a group of their choice.

*** 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:

Myriad efforts are made to inform all teachers, school administrators, and support staff about the local AIG plan and program, delivery of differentiated services, and regulations related to AIG.

- As a member of the Curriculum & Instruction Department and district leadership, the district AIG coordinator presents an overview of the AIG plan at a Davie County Schools Board Meeting and in a principals' meeting.
- Updates and agendas for principals' meetings and district staff meetings throughout each school year are housed in a Canvas course with a dedicated page for each department. AIG updates are added to the updates provided by curriculum and instruction. This allows for the discussion of information, updates, and strategies (including scheduling and grouping) to best serve students.
- The local AIG plan is available on the district website so that it can be accessed by teachers, support staff, families, and members of the community at any time.
- Highlights of the local AIG plan, updates, regulations, etc. are shared in the AIG Advisory that meets multiple times per year. The AIG Advisory includes AIG specialists, teacher representatives, and administrator representatives, as well as parent/guardian representatives.
- The district AIG coordinator and the school-level AIG specialists share a district Google folder of AIG resources, including the local AIG plan, all appendix documents, sample letters, presentations, etc. In addition, the AIG coordinator and AIG specialists collaborate and share information through phone calls, emails, and at least quarterly in half-day work sessions/meetings. The AIG coordinator may also meet with grade span teams on an individual basis.
- The AIG specialists serving elementary and middle schools work with the Gifted Services Team (GST) at each school to disseminate information about the AIG plan and program to the school community. Information is most often shared through direct communication in meetings (PLCs, grade level meetings, SIT, staff meetings, GST, and/or individually).
- Teachers are alerted of AIG status as DEPs are developed, and an AIG tag is added in PowerSchool to alert teachers of AIG identification.
- Credit by Demonstrated Mastery (CDM) is communicated annually to stakeholders. A School Messenger voicemail, email, and text are sent announcing information meetings and information available online. The district AIG coordinator works closely with middle and high school counselors, the Director of Accountability and Student

Information, and the Director of CTE & Federal Programs (who also supports secondary education) on the timeline and process for CDM.

- A family and staff-friendly brochure that includes visuals, information on identification and services, and contact information has been shared at various times/locations and posted online.
- As noted in Standard 2, Practice B above, Davie County Schools has developed a course for local AIG endorsement. This course increases the knowledge and capacity of staff in meeting the needs of advanced learners. Information about this course is communicated with administrators, teachers, and support staff through meetings, emails, and the district website (professional development page).

*** 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:

As a small district, Davie County Schools has an advantage in ensuring good communication between teachers and schools that supports a smooth continuum of the AIG program. Each of the three middle schools has two elementary feeder schools. From the middle schools, students choose between one large comprehensive high school or a small early college high school.

At the beginning of each school year, classroom teachers K-8 are notified (if not already aware) of AIG students in their classes. Teachers at the high school level depend upon the flag in PowerSchool as their initial notification that a student is identified; this is a prompt for additional information in the AIG folder/DEP/cumulative record. School data managers and AIG specialists work effectively in communicating the identification or the transfer of an identified student.

There are two documents important in assisting with the effective continuation of services:

1. AIG Folder and DEP - These documents are specific to students identified as gifted. Elementary AIG specialists deliver these to the middle school AIG specialists and have opportunities to discuss students who are

transitioning. Middle school AIG specialists give them to the lead AIG specialist, who handles folders/paperwork/communication for the high school level.

2. District Transition/Placement Card - Transition cards begin in kindergarten, with data and notes added at each grade level for each student. These cards provide a comprehensive but concise learner profile to better inform scheduling, grouping, and effective strategies. (These are separate from the records in a student's cumulative folder.)

As students progress from grade to grade, vertical meetings occur between the receiving and previous grade level teachers to hand over transition cards, discuss students (including those identified AIG), and begin to group them into classes. A lot of input is gathered and considerations are made before administrators finalize class rosters for the upcoming school year.

At the transition between elementary and middle, 5th and 6th grade teachers, administrators, and counselors are involved in meeting vertically and communicating student data, recommendations, observations, etc. to inform scheduling and smooth transitions for all students. Transition cards serve as placement cards at the middle school level; they are used in conjunction with registration cards to help middle school principals schedule students into classes. Additional communication occurs between AIG specialists from both grade spans, as noted in #1 above.

As AIG students transition to high school, the middle school AIG specialists, classroom teachers, and counselors advise students, parents, and high school personnel to ensure that AIG students are registered for the appropriate high school courses. A district-wide transition meeting hosted by the district AIG coordinator, the lead AIG specialists, and representatives from the high school and early college is held prior to registration for rising 9th graders who are AIG. This is in addition to the registration meetings conducted by high school counselors in each middle school class. Scheduled just before Curriculum Night at Davie County High School, students and parents/guardians were provided an overview of school/pathway/course options, the various levels of courses, suggested sequences, course weights/class rank and graduation recognitions, an introduction to the high school DEP, extracurricular opportunities, and advice for making the most of Curriculum Night.

*** 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:

Some students may need less time to learn content and master curriculum standards (DCS Board Policy 3420-J, Acceleration). Davie County Schools' AIG program provides multiple opportunities for acceleration when there is a demonstrated need. These include early enrollment into kindergarten, subject acceleration, cross-grade grouping, grade skipping, Credit by Demonstrated Mastery, Advanced Placement (AP) courses, dual enrollment (CCP) courses/early college, opportunities for mentoring, and early graduation.

- Early Enrollment into Kindergarten - Typically, a child must be 5 years old on or before August 31st of the school year s/he is enrolling in kindergarten. However, Davie County Schools follows provisions set forth in NC State Board Policy KNEC-001 and G.S. 115C-364(d) for early enrollment. If a child is age 4 by April 16, parents may request assessment and consideration for early enrollment into kindergarten. Considerations will include social/emotional maturity and interest/motivation, as well as academic readiness. Eligibility for early enrollment requires that the student scores at the 98th percentile on aptitude and achievement tests and is 2-3 years beyond like-aged peers. The principal, along with a team of educational professionals, will determine if the student's needs may be best met through early enrollment.
- Subject Acceleration - Within English Language Arts in elementary and middle grades, higher lexiles and increased text complexity coupled with grade level standards may be sufficiently challenging. Therefore, subject acceleration is most often associated with mathematics in grades K-8. When students are identified as gifted in math, AIG specialists begin introducing math standards for the next grade level. With compacting and acceleration, students should be prepared for Math I (for high school credit) by 8th grade. House Bill 986 requires that students who scored a level 5/superior level on the most recent NC End-of-Grade Math test be placed in an advanced math class as practicable. In Davie County Schools, unless a parent/guardian "opts out":
 - Elementary students are pulled with those already identified as gifted in math for instruction with the AIG specialist.
 - Middle school students are placed into an advanced math class (Math I in 8th grade). For those who have not been previously accelerated, the curriculum is compacted and additional support is provided through intervention time and with individualized/outside work assigned by the math teacher.
 - High school students are scheduled into Honors Math II.

- Cross-Grade Grouping - An elementary student may be considered for cross-grade grouping in math or reading if s/he has NC End-of-Grade scores 98th percentile in the subject area (or on a nationally normed achievement test administered by the school psychologist), 98th percentile full scale score in aptitude (national norms), high A grades (98+) in the subject, strong student interest/motivation, and recommendations from the classroom teacher, AIG specialist, and school principal. See page 2 of [GS-15 Procedures for Independent Evaluations](#) for approved assessments. In addition, if combination classes are necessary at the elementary level, gifted students will be strongly considered for grouping with students in the next grade level.
- Grade Skipping - Whole grade level acceleration is considered very carefully and must be recommended/supported by the parent/guardian, classroom teacher, AIG specialist, principal, school psychologist, and school counselor. In addition to performance (high A averages 98+ in all subjects) and student interest/motivation, a psychological evaluation should include off-level testing and assessment of social/personal development. NC End-of-Grade achievement scores (or nationally normed achievement test scores) and aptitude test scores (full scale scores) must be 98th percentile or above. See page 2 of [GS-15 Procedures for Independent Evaluations](#) for approved assessments.
- Credit by Demonstrated Mastery (CDM) - Middle and high school students may earn course credit for eligible high school classes without completing the course. ([DCS Board Policy 3420-G](#)) The two-phase process, timeline, application, FAQs, etc. are available on the [district website](#), as well as the sites for middle and high schools. School Messenger voicemails, emails, and text messages are sent annually to promote the parent/student information meetings and the resources on the websites. Davie County Schools will continue to develop new Phase II assessments as additional courses are selected for CDM applications.
- Advanced Placement (AP) - A variety of AP courses are available at the high school level. These include face-to-face classes and online options through NC Virtual Public High School (NCVPS). Students may earn college credit by passing the AP exam for the specific course.
- Dual Enrollment - Through Career & College Promise (CCP) and a partnership with Davidson-Davie Community College (DDCC), students may take college courses while in high school. These courses earn both college and high school credit. ([DCS Board Policy 3101](#)). At Davie County High School, students may take courses associated with Career & Technical Education (CTE) pathways/credentialing or courses from a college transfer pathway.
- Davie County Early College High School - This cooperative innovative high school on the campus of DDCC allows students to take enough dual enrollment (CCP) courses to earn up to 2 years of college transfer credits or

an Associate of Arts degree in addition to a high school diploma in 4-5 years. Students must apply and be invited to the early college.

- Opportunities for Mentoring - Through honors science research projects; STEM Center STEMinars, Lunch & Learns, shadowing; and CTE internships students have a plethora of opportunities to interact with and learn from specialists/experts in a variety of career fields.
- Early Graduation - Students may earn enough credits and apply for graduation prior to their peers based upon [DCS Board Policy 3460-C.4.](#)

*** 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:

Strategies for talent development begin prior to kindergarten. First, Davie County Schools has a strong preschool program, with a preschool hub that serves students beginning at age 2, and one or two preschool classrooms at each elementary school site. These preschool classes have NC PreK slots and serve students with special needs along with typically developing children. Through the DavieLEADS initiative, Davie County Schools developed a plan to ensure that students are “ready” for kindergarten based upon DIAL-4 screenings. With financial support from the Mebane Charitable Foundation, Davie County Schools reached out to public, private, and religious preschool programs within the district to provide curriculum, professional development, modeling/coaching, field trips, information, and ongoing support to improve the readiness of all children as they approach school-age. In addition, from screening data, every elementary school identifies rising kindergarteners who may need extra support (academically, socially/emotionally/behaviorally). During the summer prior to their kindergarten year, these students attend “kindercamp” at their home elementary school. These efforts are important in nurturing and supporting under-represented populations who may need gaps addressed prior to kindergarten.

In K-3, differentiation strategies, including small group targeted instruction, are used to meet students where they are and continue growing them. Pull-out nurturing is provided by the AIG specialist.

As noted in Standard 1 Practice C, Davie County Schools uses universal screening with CogAT in third and sixth grade as a foundational strategy to cast the net wide and to support open access for all students. Davie County also uses the NNAT (Naglieri Nonverbal Abilities Test) or TONI-4 for additional individualized testing when recommended by the Gifted Services Team. After End-of-Grade (EOG) scores return each year, the AIG specialist and Gifted Services Team at each school reviews all students so that “late bloomers” are reconsidered annually for identification. Based upon HB 986, students who score a Level 5 on the Math EOG (but are not yet identified) are pulled for accelerated math with the AIG specialist at the elementary level or are placed in advanced math at the middle school level.

At the middle school level, Davie County Schools has developed a STEM Pipeline Camp. This two-week camp targets two groups of students: 1) one-third composed of highest achieving students who will benefit from developing organization and leadership skills and 2) two-thirds composed of students who are not likely to pass the Biology EOC based upon projections. This camp builds academic and soft skills through hands-on problems/projects. STEM Pipeline participants are reunited multiple evenings throughout the school year to enjoy dinner and competitive challenges.

At the high school level, students can participate in the STEM Center regardless of AIG identification. STEM students have access to many enrichment opportunities, including Lunch & Learns, STEMinars, and enrichment field trips (including college campuses). All students can participate in interest or career-based shadowing and internships and benefit from counseling with the Career Development Counselor. All students have individualized counseling and guidance from an assigned school counselor, who can support them through the completion of college/scholarship applications.

Davie County Early College High School provides special support for students who may be traditionally underrepresented (first generation, financially disadvantaged, minority). With a smaller setting, personalized approach, and intentional support (seminars and learning lab), early college provides a great way for students to accelerate and gain access to college while under the nurturing support of high school staff.

Educators in Davie County are generally mindful of students who may have financial need, whether that is helping secure basic needs, providing school supplies, or finding scholarships for extra expenses. Specific to AIG, specialists encourage students to take advantage of summer programs through the North Carolina School of Science and Mathematics and the Science House. In addition, students are given support/feedback in the application process for NC Governor’s School, and Davie County Schools pays tuition for all students who are invited to participate.

*** Practice I**

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

District Response:

There are many extracurricular programs and events available that enhance and enrich the educational experience of AIG students. At the district level, opportunities include participation in the Arts Smart Festival, All-District Band and All-District Chorus, as well as district competitive events (Battle of the Books, Spelling Bee, etc.). At the school level (depending upon the school and grade span), opportunities include various extracurricular programs including, but not limited to:

- Honors/Organizations: Beta Club, STEM Distinction Graduates process, National Honor Society, National Technical Honor Society, Tri-M Music Honor Society, National Honor Society of Dance Arts
- Interest Based Clubs: Book Club, Robotics (elementary, middle, and developing at high school level), Chorus, Film Club, Gaming Club, Creative Writing Club, STEM enrichment opportunities, Art Club, Drama Club, Performing Arts Club, Science & Environmental Club, Travel Club, Yearbook, War Eagle Motorsports
- Competitive Teams: Battle of the Books, Mock Trial Team, Math I and II Competitions, Environthon, Math Counts, Spelling Bee, Geography Bee, Science Olympiad, Odyssey of the Mind, writing/speech contests, competitive CTE organizations (HOSA, DECA, FBLA, FCCLA, FFA, Educators Rising, SkillsUSA, TSA), Hunter Safety
- Leadership/Service Organizations: Student Government/Council, Junior Civitans, Interact Club, Ronald McDonald House, STAND, STEM Ambassadors
- Summer Opportunities: STEM Pipeline Camp, Summer Ventures, Governor’s School, accelerator programs through NCSSM, programs through Science house *Many summer opportunities are posted on [Davie High’s Student Services website.](#)

In addition, honors/advanced courses in arts, CTE, and core subjects at the high school level are often linked with clubs/organizations and other valuable after-school learning opportunities.

*** Ideas for Strengthening the Standard**

- Review and revise advanced/AIG curriculum to align with new pacing guides and scope and sequence and integrate SEL resources provided by the state and gifted organizations into gifted instruction
- Investigate other curriculum options for nurturing all students in K-3 (such as PETS) or Thinking Skills & Key Concepts in grades K-3
- Continue to improve communication and collaboration, especially with the EC and ESL departments
- Consider offering other high school credits in middle schools based on CDM results and interest

Planned Sources of Evidence

- * Documents in Appendix
- * Student and school schedules showing grouping, advanced courses, and enhancements/encore/electives
- * Evidence of flexible grouping
- * Credit by Demonstrated Mastery information and records
- * PLC documentation
- * Professional development records
- * AIG folders and Differentiated Education Plans (DEPs)
- * Documentation regarding participation in enrichment opportunities and extracurricular activities (including STEM, camps, clubs, Governor's School, etc.)

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

Standard 3: Differentiated Curriculum and Instruction

Davie County Schools (300) 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:

Professional learning communities (PLCs) are the cornerstone when it comes to collaboration and ensuring effective instruction that is aligned to the NC Standard Course of Study. The work of PLCs involves clarifying standards, creating common formative assessments aligned to standards, vetting resources and materials, and analyzing data to make sure that all students are learning and growing. Through collaboration in PLCs and with professional development and support, instruction and assignments are aligned with the standards AND are designed to meet the rigor of the standards, even prior to differentiation. Classroom differentiation is further strengthened through common planning for regular classroom teachers (by grade or subject). AIG specialists collaborate with regular classroom teachers as much as the master schedule allows, and specialists utilize a push-in co-teaching model at some sites and grade levels. Along with regular classroom teachers, AIG specialists participate in professional development, school-level PLCs, and district-level PLCs related to the subjects they teach.

Instructional coaches are now assigned to each school and are grouped into district content teams. With their knowledge of instructional practices and engagement strategies, their individualized professional development, and their work with their content consultants, they are extremely valuable to the district and to teachers when it comes to effective instruction and differentiation for students. The use of banded/personalized learning and a focus on small

group instruction also allows teachers to differentiate for students in a way that makes learning relevant and meaningful and allows them to work at their own pace.

Davie County incorporates three basic approaches to differentiation for gifted learners, and the subject area and grade span may influence the strategy selected:

1. Enrichment provides a variety of learning opportunities that enhance a student's interests and talents through creative and academic exploration. Enrichment is utilized most often at the elementary level, including the K-3 nurturing program.
2. Extension is an instructional approach that broadens or deepens the understanding of a particular standard by adding depth and complexity. Extension is the most common approach to differentiation K-12 in Davie County.
3. Acceleration means to move through the traditional curriculum or content standards at a faster pace than typical students. This strategy is employed in math more often than in other subjects.

Differentiation may occur both within the regular classroom and through instruction provided by an AIG specialist. As previously noted in Standard 2, various ways of grouping students allows gifted learners opportunities to work with like-peers. Davie County Schools makes efforts to group students by areas of identification and serve them accordingly.

Differentiation in ELA

Within English/Language Arts, enrichment and extension are the most common approaches to instruction. Students may address the same content standards, but with higher level or more complex texts. Students may also choose the topics they wish to research or study based upon their individual interests. Many teachers have been introduced to training in Multiple Intelligences, and students may present their learning in a variety of ways, including the integration of technology tools.

At the elementary level, Davie County is working toward full implementation of a balanced literacy approach, which incorporates guided reading with small group instruction for students with similar abilities/needs. Middle schools are focused on literacy strategies across all curricula, with district-level ELA PLCs and professional development diving more deeply into standards as they select materials, create assignments, and develop assessments.

For students who are academically gifted in reading, differentiated curriculum includes:

- ELA enrichment and extensions for students referred for pull-out nurturing with the AIG specialist K-3
- Higher level or more complex text selections (narrative and informational)
- Intellectual discussions promoted with questioning strategies, facilitated as seminars or with other protocols
- Supplemental resources for advanced students
- Projects/assignments that are tiered or allow student choice in content, process, and/or product
- Blended/personalized learning using Canvas at the secondary level
- Advanced/AIG ELA courses with extensions in middle grades
- STEM, honors, Advanced Placement (AP), and dual enrollment courses in high school - Weighted courses emphasize a deeper study, higher-level thinking and analysis, research/project-based learning, and a faster pace.

Differentiation in Math

With the revised math standards, the approach continues to shift toward more conceptual learning, with inquiry and divergent thinking strategies that result in various approaches to solving problems. Davie County Schools instructional coaches have been and continue to provide professional development to support these changes. At the elementary level, this includes Number Talks (discussions about mental math processes) and a more balanced approach with small group instruction. At the middle grade span, district math PLCs provide professional development in utilizing NC2ML high quality resources and stimulating approaches. A multi-year plan is being developed to ensure attention to critical thinking, problem solving, and vertical alignment in math K-12.

For students who are academically gifted in math, differentiated curriculum includes:

- Math compacting (content replacement) and extensions for students referred for pull-out nurturing with the AIG specialist K-3
- Intellectual discussions promoted with questioning strategies, facilitated as Number Talks or with other protocols to support divergent problem solving and flexibility in mental math

- Supplemental resources, including early introduction of abstract strategies and algorithms
 - Inquiry/investigation-based launching of content study; project or problem-based learning
 - Exposure to next grade level standards (acceleration) provided by an AIG specialist in grades 4-5
 - Blended learning using Canvas at the secondary level
 - Compacted/accelerated advanced math courses (with a faster pace, as well as extensions) in middle school to allow students to access Math I by 8th grade
 - STEM, honors, Advanced Placement (AP), and dual enrollment courses in high school - Students may choose to “double up” to further accelerate their plan of study in mathematics
- *See Differentiated Education Plan templates in the appendix for additional content modifications.

*** 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:

Davie County Schools supports the use of effective instructional strategies to meet students' varied learning needs. Students are placed in the levels of service that match their needs, and delivery options, environments, and programs are implemented flexibly for students and groups of students.

Each identified child has a Differentiated Education Plan (DEP) that outlines possible learning environments and content modifications. Elementary and middle school learning environments may include heterogeneous grouping, in-class flexible grouping, cluster grouping within class, advanced learner support, subject grouping, subject acceleration, cross-grade grouping, and grade skipping. Elementary and middle school content modifications may include learning centers, technology integration using diverse software, tiered assignments, mastery learning units, thematic/interdisciplinary units, curriculum compacting, differentiated units, advanced content, personalized learning, and support services. Students are served in the areas in which they are identified, and services may be provided by

the AIG specialist and/or by the regular classroom teacher. Furthermore, while Davie County Schools continues to update common pacing guides by grade/subject as standards are revised, AIG specialists work with math teachers and instructional coaches to make adjustments vertically for math acceleration.

High school learning environments may include honors courses, NCVPS classes, distance learning classes, STEM courses, AP courses, and dual enrollment. High school content modifications may include personalized learning, Credit by Demonstrated Mastery, CTE Career Pathways with certification and credentialing, elective courses with differentiated instruction at each proficiency level, flexible collaborative grouping, Socratic seminars, and extended school enrichment during lunch or outside of the normal school day. Davie High's STEM Center and Davie County Early College High School incorporate collaborative group work, classroom talk, literature circles, questioning, scaffolding, and writing to learn as common instructional strategies. They also utilize protocols from the National School Reform Faculty/School Reform Initiative. In addition, STEM classes integrate the Design Process within core classes, and recent professional development for STEM and CTE teachers has focused on project/problem-based learning, with an emphasis on authentic learning experiences.

Student interests are valued and utilized in various ways to differentiate curriculum and drive instructional practices. Surveys (Gardner's Multiple Intelligences, learning styles inventories, other formal and informal means to gather information/interests) are used to develop learning activities, centers/stations, cross-curricular projects, and units. The use of blended/personalized learning will further these practices and allow for even more relevant instruction and differentiation. At the high school level, students' interests inform guest speaker invitations for Lunch & Learns and STEMinars, enrichment field trips, and new courses (or levels of courses) explored and ultimately offered for registration.

Regular classroom teachers are provided numerous and ongoing opportunities for professional development on instructional practices. (See Standard 4 for more details.) The Davie County Schools Instructional Framework promotes consistent expectations, best practices, and common language across the district. Professional development will be provided in phases to address components of the plan, with an ultimate focus on student learning and meeting the needs of all students. This training, coupled with the opportunity to complete the local AIG endorsement course (referenced in Standard 2), will promote a variety of strategies that appropriately challenge each learner.

*** Practice C**

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

District Response:

To address revised standards and build more consistency across the district, Davie County Schools Curriculum & Instruction Department is working with schools and school leaders to select and implement instructional materials aligned with the rigor of the state standards.

- The Virtual Implementation Kit (VIK) and the Literacy Instruction Standards Toolkit (LIST) for English Language Arts standards provides a plethora of resources for ELA teachers. The DavieLEADS initiative has addressed many literacy needs at the elementary level. Leveled book rooms are well-established at every elementary school, media centers have increased budgets for purchases, and classrooms have Letterland kits K-3. For gifted learners, this provides organized access to higher level texts for small group instruction and/or independent reading. Additional resources for reading and writing will be secured within this plan cycle. AIG specialists and ELA teachers will be directly involved in this professional development. Middle school teachers will also be involved in training and content development with a focus on adolescent literacy and small group instruction. District ELA PLCs for elementary and middle school teachers will meet quarterly with professional development provided by the content area instructional coach and content consultants. With a focus on PLCs and dedicated time being provided, English teachers at the high school level will continue to meet in PLCs to study their standards, share resources, and address common assessments. Common pacing guides for ELA are being developed and revised and will be used across the district to better align the work being done at each school, across grade spans, and within PLCs.
- Mathematics currently presents a special challenge, with few resources available for purchase that are truly aligned with the revised state standards. Generally, teachers are utilizing NC2ML, Tools4NCTeachers, and Ready Mathematics resources, as well as investigating other digital and print options. Initial training has been provided for elementary teachers in Number Talks, and middle school math teachers will meet quarterly in district PLCs for professional development and content development with a focus on number talks, small group instruction, and new check in plan. Math teachers at Davie County High School work in PLCs to study their standards, share resources, and address common assessments. Professional development on Open Up resources will be provided with a focus specifically on Math 1. Teachers across the district have also gained resources and strategies through Mathematics Education Leadership Training (MELT) at Appalachian State University in recent summers. Common pacing guides for math are being developed and revised and will be used across the district to better align the work being done at each school, across grade spans, and within PLCs.

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

With recently awarded grants, teachers across the district will be provided time and resources to work together and focus on content development and the use of blended learning models. Elementary and middle school media centers will be transformed into flexible learning spaces with new furniture and new technology to provide students with more opportunities to explore and be creative. Teachers can also use these spaces for blended learning lessons. Students and teachers will have access to areas for reading, conferencing, conducting research, station rotations, collaborative group work, and using video equipment. Classes would have access to 3D printers, robotics equipment, math manipulatives, digital microscopes, VR software and goggles, and maker spaces.

All teachers are provided planning time to plan, research, identify, and develop resources to be utilized with all learners. Elementary AIG specialists participate regularly in professional learning community (PLC) meetings, which has proven to be valuable in maintaining consistency across the county. All AIG specialists meet with the district AIG coordinator for structured half-day work sessions each quarter. These district PLCs for AIG specialists are critical in continuing to seek and share evidence-based resources that enhance instruction and development of gifted learners.

At the high school level, teachers of honors courses develop extensions and projects to address rigor and relevance in the content area. With the emphasis on and support for PLCs, teachers will have more time to collaborate and to review and refine the scope and sequence of honors courses. Teachers of AP courses attend training provided by the College Board and utilize materials and activities suggested.

Finally, there are resources available at a central location for check out by staff, including but not limited to:

- *A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students*, Volume 1 and 2 by Susan Assouline, Nicholas Colangelo, Joyce Van Tassel-Baska, and Ann Lupkowski-Shoplik
- *A Teacher's Survival Guide: Gifted Education* by Julia Link Roberts and Julia Roberts Boggess
- *Advancing Differentiation: Thinking and Learning for the 21st Century* by Richard M. Cash

- *Best Practices in Gifted Education: An Evidence-Based Guide* by Ann Robinson, Bruce M. Shore, and Donna L. Enersen
- *Excellence Gaps in Education* by Jonathan A. Plucker and Scott Peters
- *Journal for the Education of the Gifted* by Tracy L. Cross
- *Multiple Intelligences in the Classroom* by Thomas Armstrong
- *The End of Average: How We Succeed in a World that Values Sameness* by Todd Rose

The following texts were purchased for the AIG local endorsement course:

- *A Parent’s Guide to Gifted Children* by James Webb, Janet Gore, Edward Amend, and Arlene DeVries
- *Teaching Gifted Kids in Today’s Classroom: Strategies and Techniques Every Teacher Can Use* by Susan Winebrenner
- *The Gifted Teen Survival Guide: Smart Sharp, and Ready for (Almost) Anything* by Judy Galbraith and Jim Delisle
- *The Survival Guide for Gifted Kids* by Judy Galbraith

This lending library will continue to be updated and added to and advertised to staff.

*** Practice D**

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

District Response:

Davie County Schools fosters the development of future-ready skills. The opportunities may vary by school, but the following description provides an overview of some of the strategies used to develop critical thinking, communication, collaboration, creativity, and leadership.

Students develop communication skills through the use of Kagan strategies, Socratic seminars, literature circles, and protocols that structure classroom discussions. Students are frequently asked to share/present their work, and communication skills are fostered in a variety of fine arts and extracurricular opportunities as well. (See Standard 2, Practice 1.) Critical thinking skills and dialogue are also embedded in advanced courses, including STEM, AP, Leadership Development, and Early College classes and grade-level seminars.

Although Davie County is not a full 1:1 district, students in grades K-5 have access to technology and students in grades 6-12 are assigned Chromebooks. Teachers integrate technology in effective ways. Google Apps for Education and Canvas are tools used to promote collaboration and personalized learning. Through the Digital Learning Initiative and district/school level professional development, teachers at all grade spans have had opportunities to learn how to integrate technology tools effectively.

Through grants, new technology such as 3D printers, digital microscopes, maker spaces, VR software and goggles, robotics equipment, and video equipment will be added to elementary and middle school media centers. Flexible furniture and the new technology will allow teachers to structure blended learning lessons and use the space for collaborative group work. With the new space and the resources available, students will be able to be creative and to explore.

Students have opportunities to apply their learning and collaborate in authentic or real life contexts, especially through STEM initiatives and Career and Technical Education (CTE) courses with hands-on problem-solving. Online platforms like MajorClarity and Edge Factor have been integrated into instruction to help students recognize and develop soft skills and to explore career and college pathways. Post -Covid, the STEM Pipeline camp is back and has been expanded from rising 7th graders to include rising 8th graders. STEM Pipeline camp is housed in the new high school facility and students have access to the technology, materials, and equipment used in the high school classrooms and Innovation Lab. With professional development on project-based learning, CTE and STEM teachers are developing stronger connections between courses and curricula inside the classroom and through continued extracurricular opportunities, such as Project Sunburn and War Eagle Motorsports.

Davie County has a strong arts program that promotes creative learning and expression. Through a Grassroots Arts grant, Davie County is able to host assemblies, guest performances, and multi-day residencies with artists (poetry with Michael Beadle being one of the favorites). Since the Read to Achieve Summer Camp was established as an A+ model, elementary teachers who teach in the camp (representing all elementary schools) continue to use A+ strategies, including the integration of Gardner's Multiple Intelligences and student choice in process and product. Naturally, these strategies infiltrate into regular classroom instruction during the school year. In addition to school-level

events, all arts educators join together to host an annual, districtwide Arts Smart Festival. This festival includes a variety of student performances, make-and-take sessions, and presentations/instruction by guest artists.

Davie County Schools enhances students' future-ready skills through other experiences beyond the classroom. In addition to the extracurricular offerings (noted in Standard 2), students are encouraged and in some cases expected/required (for certain courses, clubs, Early College, etc.) to participate in community service or service learning. At the secondary level, job shadowing is promoted in honors science classes, STEM, and CTE courses. Students may also sign up for more in-depth service learning through internships and apprenticeships available with community partners. A career development counselor assists students with career exploration beginning in middle school, guides students through career pathways, and helps them make valuable connections for service learning.

With the state development and upcoming release of the Portrait of a Graduate model, these future ready skills will become even more embedded in classrooms, schools, and programs in the district.

*** Practice E**

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

District Response:

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

- DIAL-4 to determine kindergarten readiness and to create class rosters
- Pre-assessments to guide instruction and compact curriculum
- Surveys/inventories (Multiple Intelligences, learning styles, etc.)
- Teacher generated tests and assessments
- Common formative assessments created in PLCs
- K-2 state math assessments (mid and end of year)

- Diagnostic reading assessments (beginning, middle, and end of year)
- Quarterly benchmarks or NC Check-ins in ELA, math, science, English II, Math I, and Biology
- Middle school math placement tests
- CogAT in 3rd and 6th grades, alternative assessments
- NC End-of-Grade tests (EOGs) and End-of-Course tests (EOCs)

Teachers, individually and in PLCs, collaboratively analyze the results of formative and summative assessments to measure mastery and identify individual student needs for intervention and/or enrichment. In elementary classrooms, grouping is fluid, with grouping and regrouping occurring throughout the school year as students are reassessed. As a part of the Plan component of the DCS Instructional Framework, teachers are required to include checks for understanding in their lessons. Instruction is modified and may include reteaching and reassessing the standard, extending the standard or providing enrichment, grouping or regrouping students, using different instructional strategies, or the teacher may reach out to a specialist guidance and resources. Surveys and inventories are used to personalize learning for each student. The results of the CogAt are used in the identification process for gifted services.

Depending on the grade level, content area, or course, teachers may use competency based assessments to determine a student's mastery of standards. State summative assessments (EOGs and EOCs) and/or placement tests are used to help determine class placements for the following school year. The Director of Accountability and Student Information meets with each principal and leadership to do a deep data dive at the beginning of each school year.

*** Practice F**

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

District Response:

Davie County Schools is a small LEA that prioritizes building relationships, with emphasis on every student having a meaningful connection with at least one adult in the school. These relationships are the foundation upon which social/emotional development can be promoted and staff can identify needs to provide support through curriculum,

instruction, or other means. Time for SEL practices is an absolute in the district and has been incorporated into elementary and middle school schedules.

As noted in Standard 2, Practice F, meeting the social and emotional needs of all students has become more of a focus in Davie County Schools in recent years. Teachers are fortunate in having strong support from Student Services staff (counselors, social workers, nurses, etc.) to identify, develop, and help deliver curriculum and services to meet the social and emotional needs of students. These include:

- Compassionate & Resilient Schools approach, with safe spaces available for students as needed
- Sources of Strength student-led program
- Guidance lessons with Second Step curriculum in all elementary schools
- Character education, including DC Proud and Empower DC in middle grades
- Individual and small group counseling, with more intensive therapy referred to partner agencies on or off-site.

Elementary and middle school staff have also had professional development/book studies on growth mindset. Having a fixed mindset is a huge obstacle when gifted learners do face challenges or struggles; therefore, acquiring more of a growth mindset is important for their social/emotional development.

Additional strategies and resources more specific to gifted learners include, but are not limited to:

- Teacher access to resources/books available at central office (listed in Practice C) and parent resources compiled/shared by AIG specialists referenced in Standard 2, Practice F
- Intentional selection of text/novels for rich discussion that incorporates social/emotional topics
- Individual learning conferences between AIG specialist/teacher and middle school students to set goals, plan growth, and discuss strategies for organization, study skills, and time management
- STEM Pipeline camp for rising 7th and 8th graders (targeting high-scoring students) builds leadership skills, as well as organizational skills

- Summer reading with follow-up seminars/activities at the Early College (i.e. 7 Habits of Highly Effective Teens by Sean Covey)

- Lessons/guidance specific to STEM Homerooms at Davie County High School

- Extracurricular opportunities, as well as in-school opportunities, with peers with similar abilities and interests

All children, but gifted children specifically, have social-emotional needs that may distract or prevent them from being successful. These challenges include but are not limited to perfectionism, overexcitability, awkward social development, and underachievement. By helping staff to understand these challenges for gifted students, students can be provided with the support to work through them.

*** 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:

Early educational experiences are important in developing and cultivating the potential of students in grades K-3. Students in K-3 are generally served in heterogeneous classes. Davie County Schools uses the following ways to encourage and nurture gifted behaviors in students in grades K-3:

- Consultation between AIG specialist and classroom teacher - collaborates with regular classroom teachers to provide enrichment materials in reading and math

- Balanced literacy, with clustered small group instruction and stations/centers that allow student choice and differentiation in reading, spelling, and writing

- Number Talks, small group math instruction, and stations/centers that promote conceptual understanding, critical thinking, and flexible problem-solving

- Integration of interactive technology and software

- Close monitoring of individual student growth

- Pull-out services with AIG specialist for enrichment and/or extension for students referred as “candidates” or formally identified - enrichment may include special projects and exposure to advanced content and technology
- CogAT practice activities prior to administration in 3rd grade

A GS-1 Gifted Behavior Scale (Grades K-3) helps teachers identify students to refer for consideration for gifted services. Teachers also collaborate in PLCs to adjust instruction and accelerate, enrich, or extend content as needed.

*** 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:

Meeting the needs of gifted learners requires collaboration between classroom teachers, AIG specialists, and support staff to develop and implement differentiated curriculum and instruction.

At the elementary level, this practice is evident. AIG specialists collaborate across grade spans and across elementary schools on a regular basis. Collaboration occurs through formal and informal meetings and planning sessions, and AIG specialists seek information and feedback from regular classroom teachers about the needs of advanced learners. The specialist can provide classroom activities that the teacher can use with students and this allows for extensions and support in math. Elementary AIG specialists meet at least monthly to plan and work together. Common lesson plans for ELA and math are created and activities are vetted and shared for use in the AIG classroom. It is recommended that the AIG specialist attend IEP meetings for students who are twice exceptional and receive both AIG and EC services.

At the middle school level, AIG specialists also serve as teacher of record for math or ELA. Classroom teachers of other subjects are AIG certified, locally endorsed, qualified to teach higher level content/grade levels, and/or have proven effectiveness with advanced students. AIG specialists meet with other classroom teachers in their grade/subject area and support staff in school-level PLCs, and they are invited to IEP meetings for students who are twice exceptional. Middle school AIG specialists participate in district-level PLCs in ELA or math quarterly with instructional coaches. The collaboration in school and district PLCs encourages consistency and alignment in instruction for all students. For teachers of advanced courses, extensions for content can be created, rigor and depth of

thinking can be fleshed out, and the course expectations and instruction becomes more cohesive within the school and across the district. With less flexibility in their schedules, middle school AIG specialists work together outside of the school day and frequently collaborate electronically.

At the high school level, teachers of honors courses join forces to develop extensions and higher expectations for honors courses. STEM teachers team in cross-curricular PLCs, as well as in same subject PLCs. AP teachers collaborate within their subject department; however, their network of College Board contacts and AP teachers are important in ensuring the level of rigor required for strong outcomes.

The district AIG coordinator participates in various meetings that provide opportunities for sharing and collaboration with curriculum & instruction staff, EC leaders, other district leaders, and principals (Curriculum & Instruction Team, Principal Meetings, District Staff Meetings). At the district level, AIG specialists are invited to professional development relevant for the grade span/subjects they teach. All AIG specialists meet with the district AIG coordinator at least quarterly and include a psychologist and other professional staff as needed. AIG specialists utilize technology to collaborate and share resources virtually through Google drive. More dedicated time for collaboration is always needed.

*** 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:

Each AIG identified student has a Differentiated Education Plan (DEP) that indicates the learning environment(s) and modification(s), and it must be signed by a parent/guardian. DEPs exist for each grade span of identified students - GS-8 Elementary School Differentiated Education Plan (DEP), GS-9 Middle School Differentiated Education Plan (DEP), and GS-10 High School Differentiated Education Plan (DEP).

The AIG specialist who serves each school meets with the Gifted Services Team (GST), reviews/updates students' DEPs, and meets annually with parents/guardians. Group meetings are conducted with parents/guardians/students having access to Q&A time (group or individual) and individual meetings as requested.

Middle school AIG specialists are involved with students, parents/guardians, and counselors in providing guidance for high school registration and completing high school DEPs, based upon self-selected options. The district AIG coordinator, lead AIG specialists, representatives from Davie High School and the Early College host a transition meeting for rising 9th graders with middle school AIG specialists in attendance. The meeting is held just prior to Curriculum Night at Davie County High School, and they are available, along with counselors and teachers of advanced classes, to provide guidance about registration. Students work with their assigned high school counselor to map out a 4-year plan aligned with their academic abilities and college/career goals. Students meet with their counselor at least annually, and the counselor assists the same group of students from enrollment/transition in 9th grade through college admission, scholarship applications, and graduation.

*** Ideas for Strengthening the Standard**

- Continue to implement DCS Instructional Framework as a way to consistently design and deliver instruction
- Consider ways to increase the collaboration time for AIG specialists, without further loss of instructional time (i.e. workdays, early release days, after school meetings, virtual meeting/collaboration).
- Collaborate with EC and ESL to develop a better understanding of the needs of students with more than one exceptionality
- Continue to explore ways to high school students, especially rising freshmen, and parents/guardians to better understand the high school options available to them

Planned Sources of Evidence

- * School and student schedules
- * Differentiated Education Plans (DEPs)
- * Pacing guides and lesson plans showing acceleration, enrichment, and extension

* Enrollment in STEM Center and Early College

* Curriculum resources

* Presentation/invite/notes from Transition Meeting

* Assessment data

* Social/emotional curricula and approaches

Documents

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	 Appendix
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Standard 4: Personnel and Professional Development

Davie County Schools (300) 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:

Davie County Schools are served by fully-licensed AIG specialists, and the current district AIG coordinator has add-on licensure in AIG. The district AIG coordinator works with the AIG specialists and other support staff to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

As a district leader and member of a small curriculum & instruction team, the district AIG coordinator:

- Monitors implementation of the AIG Plan
- Collaborates with directors and other district leaders to synergize efforts and ensure that the perspective of AIG is part of district initiatives
- Shares AIG information and topics for discussion at Principals' Meetings
- Works with the Director of Accountability & Student Information, who guides data managers and AIG specialists at each school to ensure an accurate AIG headcount
- Manages the AIG budget in collaboration with the Chief Financial Officer

- Meets and collaborates with AIG specialists throughout the school year
- Ensures consistent practices in screening and identification
- Organizes shared documents, resources, and communication strategies in an AIG Team Drive
- Secures local funds to support professional development related to serving AIG students
- Consults with teachers and administrators in regards to the AIG program
- Organizes and hosts AIG Advisory meetings to share information and gather feedback
- Conducts annual student and parent/guardian surveys to help monitor the AIG program and inform adjustments
- Facilitates the Credit by Demonstrated Mastery (CDM) process for the district
- Participates in professional development, including regional and state meetings for AIG coordinators

*** 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:

AIG specialists are fully engaged in the support and implementation of the AIG plan. They serve students in a variety of settings and roles, whether providing services directly or indirectly to meet students' needs.

At the elementary level, the AIG specialists nurture students in K-3 and provide services for formally identified students. The specialist may pull students out in a small group, teach a full class, or co-teach in an inclusion format. She serves as a resource for the staff and parents, providing consultation, resources, etc. At the middle school level, the AIG specialist serves as a teacher of record (ELA or math) and/or serves in a consultative role to support other classroom teachers who teach AIG students. In both elementary and middle grades, the AIG specialist typically acts as an advisor or supports extracurricular activities involving AIG students (i.e. Beta Club, Spelling Bee). At the high school level, the lead AIG specialist and the district AIG coordinator, support students indirectly by helping with

communication related to gifted services, overseeing headcount, assisting with Governor's School applications, providing support, etc. Several teachers and the instructional coach at the high school level have completed the local endorsement course and/or have successfully passed the Praxis for Gifted Education. Even though they are not specialists, these staff members are able to contribute to the education and meeting the needs of gifted students due to the knowledge and skill set that they developed as a result of the local endorsement course. At all grade spans, AIG specialists participate in PLCs, facilitate Gifted Services Team (GST) meetings at the school(s) they serve, follow the district plan for identifying students, maintain documentation, make recommendations, and develop DEPs for students. When district teams are formed to make decisions or provide input, the district AIG coordinator nominates AIG specialists that would be a good fit for the team and who will consider the task through the AIG lens.

As noted in Standard 3, all AIG specialists meet with the district AIG coordinator at least quarterly in half-day work sessions to share ideas, discuss resources and ideas from regional/state meetings, assess plan implementation, etc. In addition, elementary AIG specialists plan together weekly, and middle school AIG specialists meet outside the school day and utilize technology to collaborate and share resources virtually.

Davie County Schools is being intentional about including AIG specialists in relevant training. They participate in professional development for state/district initiatives, including but not limited to the revision of state standards, digital teaching & learning/personalized learning, DavieLEADS and middle school literacy initiatives, growth mindset, PLC training, and Compassionate & Resilient Schools. AIG specialists are also encouraged to take advantage of regional or state workshops and conferences, including the national conference when close by.

*** 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:

Davie County supports professional development for all staff involved in AIG programs and services. At the beginning of this plan cycle, the district AIG coordinator and AIG specialists will provide an overview of the revised AIG plan at the district and school level.

As the district begins to work and plan within the framework of HRS (High Reliability Schools), a few “big rocks” will become the focus for professional development and support. Professional development will be aligned with the district’s vision and strategic plan, will be intentional, and will target student learning. With a comprehensive 3-5 year professional development and support plan in place, the district will continue to build a multi-tiered system of support with a strong differentiated core that meets the needs of all students.

The Davie County Schools Instructional Framework promotes consistent expectations and best practices across the district and provides a structure that helps teachers design and deliver effective instruction. Post-Covid, the district will return to providing professional development in phases to address each component (Plan, Instruct, Reflect & Adjust, and Culture) with the initial focus on the Plan component.

Elementary staff will complete the state required LETRS training and will participate in district training on math and reading. Middle school staff will participate in district professional development on their specific content, blended/personalized learning, and small group instruction. Training on PLCs and the components of the PLC cycle will be provided for staff at both the middle and high school level with ongoing support. Instructional practices gained and knowledge shared will provide staff with the tools to improve and support learning for all students, including those that are gifted.

In the past, high school teachers responsible for honors classes have received honors portfolio training and have worked in PLCs to develop extensions and consistent, rigorous expectations for honors-level courses. The former honors portfolio requirements and process are under review and are currently being revised. Training on the new honors course framework and guidance and support for the revised process will be provided. Advanced Placement (AP) teachers are trained through subject-specific AP Summer Institutes with the College Board. With strong PLCs in place and with the training and support provided, high school teachers will be better able to develop advanced course work that challenges and grows gifted students.

Efforts are made to provide time to share quality training and professional development experiences so that strategies can be implemented to benefit classroom practice.

Davie County provides AIG “Booster Shots” from NCDPI in an online platform available for all staff to complete professional development and earn renewal credits. Within the LEA, the district organizes a conference-style professional development day called Davie Experience for teachers to lead sessions and share best practices; AIG specialists have presented or been part of teams leading sessions about differentiating for advanced learners. AIG sessions are led by the district AIG coordinator and the lead AIG specialists for beginning teachers during the Beginning Teacher Academy and the New-to-DCS Day training sessions held at the beginning of the school year. An

AIG overview module has been added to the new Instructional Assistant course. The sessions and the module are an overview of AIG in Davie County Schools and include information on identification, services, and provide a better awareness of gifted behaviors.

Davie County is a member of the Piedmont Triad Education Consortium, and teachers may also request other conferences or workshops to meet their professional needs, such as an AIG-specific professional development organized by NCCAT in recent years. There are numerous district initiatives and events that provide ongoing professional development and coaching. Some of this training is in response to survey information; staff is surveyed through "round table" discussions, federal programs needs assessments, and Davie Experience requests/feedback.

During the last plan cycle, a 30-hour hybrid course for teachers to earn local AIG endorsement was rolled out. Information on the local endorsement course is shared with school administrators at the end of one school year and with all staff at the beginning of the next school year. Teachers apply for each cohort which is limited to 20 - 25 spots. Required texts for the course are available to borrow for the course. Starting in September, course participants complete online modules stored in a Canvas course. Each module includes reading assignments and tasks to provide participants with the knowledge to better teach and meet the needs of gifted students and to successfully pass the Praxis if they choose to take it. The tasks are graded by a team of AIG licensed staff and feedback is provided. Four in-person meetings are held during the course with activities and discussions that support the learning and work done through the completion of the modules. Once the course is finished in June, course completors are recognized at the local board of education meeting. A list of teachers who successfully complete the course is shared with school administrators. The communication of the course information and the list of locally endorsed teachers gives principals the opportunity to consider teachers for scheduling and allows them to have conversations with teachers to encourage them to pursue the local endorsement if they are being considered for a class working with gifted students. Teachers who currently teach advanced learners but lack AIG licensure are strongly encouraged to complete this professional development. Participants in the course who obtain local endorsement and pass the Praxis for Gifted Education are reimbursed for the cost of the assessment by the district. Teachers who earn add-on AIG licensure (completing plan of study at an institute of higher education and/or passing the Praxis for AIG) or who complete the 30-hour hybrid course for local endorsement will be prioritized when scheduling clusters of gifted students, advanced, honors, and AP courses.

*** 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:

Since teachers do not receive additional compensation for acquiring AIG certification, classroom teachers have been hesitant to incur the cost of added licensure. Davie County has been diligent in placing AIG students in classes with highly-qualified/highly effective staff, and principals have scheduled AIG students with teachers who hold a state AIG license whenever possible.

As noted previously, Davie County Schools is making significant efforts to improve teachers' preparedness and credentials for AIG instruction by providing a 30-hour hybrid course to meet local AIG requirements and reimbursing teachers who go on to take and pass the Praxis for an AIG add-on license. A list of the teachers who successfully complete the local endorsement course is provided to school administrators to allow principals to be more selective and intentional about general education services provided for gifted learners.

At the elementary level, principals use the following priorities to schedule clusters of AIG students in regular classrooms:

1. Teacher holds an AIG add-on license.
2. Teacher has completed (or is completing) the 30-hour hybrid course for local requirements and is considered locally endorsed.
3. Teacher has demonstrated effectiveness with higher level students (EVAAS and other data, taught or is teaching higher grade level standards).

At the middle school level, students are grouped more homogeneously in advanced courses. Typically, the AIG specialist teaches gifted students in ELA or math. Other advanced courses are taught by regular classroom teachers who

1. Hold an AIG add-on license
2. Have completed the 30-hour hybrid course for local requirements and are considered locally endorsed
3. Are certified to teach higher grades/content (i.e. certified in 9-12 math in addition to 6-9 math)
4. Have proven success with advanced students (EVAAS and other data).

At the high school level, counselors work with students/parents/staff to ensure that students are registered in the most appropriate courses/levels to meet their needs. Principals consider special qualifications for teaching higher-level learners as they create a master schedule and assign advanced courses to teachers.

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

*** Practice E**

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

District Response:

Davie County Schools is committed to maintaining a highly effective and empowered staff that focuses on student success. The Strategic Plan for the district contains very specific strategies to help achieve this goal:

- Recruit, onboard, and retain highly effective staff
- Provide support and opportunities for professional growth
- Foster collaboration and strengthen leadership

Within the strategies are action steps where specific departments and areas are responsible. AIG is one of those areas.

As mentioned in other areas of the plan, all district staff receive professional development, resources, and support that focuses on student learning. Resources, materials, and training specific to gifted education are available as needed.

AIG licensed teachers are supported and grow through their work in content area PLCs and grade level PLCs at their schools. Having fellow teachers and AIG specialists to collaborate with and learn from allows for professional growth and encourages consistency and alignment in instruction for gifted students and implementation of components of the AIG Plan. Instructional coaches are now assigned to each school and are available to work with all teachers to meet the needs of their students.

Turnover within the district AIG team is limited. When there is an opening for an AIG specialist, the district AIG coordinator works with the Human Resources department to post and hire the AIG position. A detailed job description and position specific interview questions have been developed. Candidates for the position must be AIG licensed. The AIG coordinator works with school administration to interview and select the candidate best suited for the position available. If there are not acceptable candidates available, the district AIG coordinator works with the HR department to recruit specifically for those positions.

To increase the numbers of licensed AIG personnel in the district, the local endorsement course will be maintained and offered on an annual basis to staff within the district. The course is open to all teachers from all grade spans and content areas.

*** Practice F**

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

District Response:

As stated in the Call to Action Guidebook from NCDPI, equity and excellence in gifted education is imperative to increase access and opportunities for all students to ensure growth and achievement for all students. Demographic factors should not preclude access for students to gifted education identification and services.

As evident in other areas of the plan, the district is committed to providing professional development, training, and support for staff that focuses on student learning and achievement for all students. As an example, blended/personalized learning professional development and support will provide teachers with the means to differentiate their instruction and allow all students to access content at their own pace in a way that is relevant to them. As seen in Standard 2 Practice H, there is also a dedication to providing access for students to advanced

learning opportunities. Training by the district AIG team will be provided to help teachers recognize giftedness and nurture gifted behaviors in all students which will increase equity in identification and provision of services.

The district AIG team will research, organize, and share resources provided through various gifted organizations. Using dedicated AIG PLC time, the district AIG team will work to embed the information and strategies provided through the Equity and Excellence framework into training and into the development of AIG policies, processes, and procedures. Through their leadership and involvement on various district and school committees and decision-making teams, members of the district AIG team will provide input and feedback through the equity and excellence lens.

*** 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:

As mentioned in Standard 4 Practice C above, the district, using the HRS framework, will align professional development and support with the district's vision and strategic plan, with the focus on learning and growth for all students.

AIG specialists are encouraged to attend the state conference (NCAGT Spring Institute); the district AIG coordinator attends at least the first day of the conference for coordinators. In addition, the district coordinator attends regional and state AIG training and work sessions. These opportunities allow AIG staff to network with other AIG personnel, gather new ideas and best practices in gifted education, and share them among themselves, as well as with other certified staff.

Professional development has been addressed many times in previous standards and practices. The bulleted notes below provide a summary:

- Davie Experience, a conference-style professional development day allows the sharing of best practices. AIG specialists have led sessions and been part of teams presenting sessions.
- AIG specialists also provide less formal professional development within their assigned school(s), in PLCs and through Gifted Services Teams.

- The district AIG coordinator is part of the small Curriculum & Instruction Department, and her ongoing collaboration within this team and with instructional coaches helps ensure that the AIG perspective is included within various district professional development initiatives.
- AIG specialists are included in state/district initiatives and professional development relevant to their subjects/grade spans (Blended/personalized learning, LETRS, development of pacing guides, Project Based Learning, PLC training, growth mindset, Compassionate & Resilient Schools, etc.)
- Online options for Davie County educators and AIG “Booster Shots” from NCDPI have been made available to all staff for professional development and renewal credit through an online platform.
- High school instructors who teach honors courses will continue to receive training and support, especially with the revision of the honors portfolio process and requirements, and Advanced Placement courses will continue to receive training and support for AP courses through the College Board.
- An annual information session on Credit by Demonstrated Mastery is held for middle school and high school counselors and administrators. The district AIG coordinator provides an overview of the process and clarifies any misconceptions. Teachers of courses in which students have applied for CDM have had additional support in understanding the purpose and process as they have worked through expectations for Phase I and Phase II assessments.
- Davie County Schools Strategic Plan prioritizes all schools meeting or exceeding growth (vs. proficiency, which is typically not an issue with gifted learners). With a renewed focus on the Davie County Schools Instructional Framework, consistent expectations and best practices will be shared and implemented across the district. Professional development will be provided that aligns to each component, with an ultimate focus on student learning and meeting the needs of all students.
- Teachers will have the opportunity to complete the local endorsement course to learn about gifted education and strategies to challenge advanced learners. Books will be provided, four face-to-face meetings/discussions in cohorts will enrich the online/independent work, and assignments will require application to the content and in the classroom. This course will meet local requirements for a local AIG endorsement and will help prepare participants to take the Praxis for an AIG add-on if they so choose.
- Davie County also promotes opportunities for professional development outside of the district (within funding allotments). These include conferences and workshops for gifted education noted above, workshops provided

through the LEA's membership in the Piedmont Triad Education Consortium (PTEC), and other workshops and training opportunities individuals may request within the region/state.

With active roles on various school and district teams and committees, members of the district AIG team will continue to make sure that the goals of the AIG program, best practices in gifted education and instruction, and the needs of gifted students are considered when planning for and providing professional development.

*** Ideas for Strengthening the Standard**

- Consider other ways and times, possibly during intervention blocks for students who do not need interventions, that AIG specialists can interact with and support gifted students
- Consider what professional development is needed based on data and staff input and work with district Instructional Coaches and other department administrators to implement the 3-5 year professional development and support plan
- Continue to promote the local endorsement course and consider adding a summer cohort and determine and provide specific support needed for teachers who have completed the local endorsement course and those who are teaching advanced classes/courses based on need
- Explore ways to better recruit and retain AIG licensed professionals, including those of diverse backgrounds

Planned Sources of Evidence

- * AIG licensure reports
- * Records of professional development, hybrid local course

* School and student schedules

* AIG processes and procedures

Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	 Appendix
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Standard 5: Partnerships

Davie County Schools (300) 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:

Davie County Schools values the partnership and involvement of parents/families of AIG students. These partnerships are built upon good communication, positive experiences, and the development of relationships.

- Communication strategies include, but are not limited to: initial placement letters, annual AIG parent/guardian meetings to address identification/services, phone calls, emails, school and district websites, student and parent/guardian conferences, annual surveys, Google Classroom, Remind, and Class Dojo.
- Each year, elementary schools host multiple curriculum nights, which engage families with hands-on activities, showcase student work, and provide important information for parents/guardians.
- Middle schools offer a parent/guardian information session in the spring for rising 6th graders. AIG services are discussed, and the counselor shares information on social/emotional issues.

- Davie County High School hosts an annual Curriculum Night, which provides academic and extracurricular information just prior to registration. AIG specialists, the district AIG coordinator, and high school administrators and counselors host a transition meeting for rising 9th graders held just prior to Curriculum Night. This provided information is especially important to gifted learners and their parents/guardians who are already thinking about academic and extracurricular planning well beyond 9th grade.
- Davie County High School and Davie County Early College High School invites parent engagement through meetings, information sessions, parent conferences, FAFSA support, and other events throughout the year.
- The AIG Advisory intentionally includes at least one parent/guardian representative from each school/zone. These meetings (twice per year minimum) provide information, promote parent involvement and advocacy, and encourage parent/guardians to help gather/share information with others in the community.
- AIG specialists at the middle school level help teach DC Proud character education lessons, and specialists at both elementary and middle school levels typically work with students in extracurricular opportunities (Beta Club, Spelling Bee, etc.) The AIG specialists are typically well-loved and well-connected with students. If and when there are social/emotional concerns, they refer students to the school counselor, above and beyond regular guidance or character education lessons, and communicate with parents/families.
- AIG specialists and high school counselors share enrichment opportunities, such as programs offered through the North Carolina School of Science and Mathematics and Governor's School, with students and their families.
- Parents/families of STEM Pipeline Camp students are invited to participate in reunion dinners/challenges throughout the school year.
- The STEM Center at Davie High invites parents/guardians to consider serving as a guest speaker (STEMinars or Lunch & Learns) or allowing students to job shadow at their places of employment.
- Each year parents/guardians of middle and high schoolers are invited to information sessions to learn more about the Credit by Demonstrated Mastery process and timeline. While this information is available online, the information sessions provide an opportunity for questions and guidance. School counselors follow up and provide support as students move through the CDM process.
- An AIG parent brochure is available to address general information, frequently asked questions, and contact information. The brochure is available in both English and Spanish.

- The Davie County Schools website and the Academically and Intellectually Gifted webpage are updated regularly with resources and opportunities for students and families. The AIG webpage includes current bios and contact information for all of the specialists and the AIG Coordinator.
- The Davie County Schools website offers multiple ways for students and families to access information and support including the Student Hotline and community resources.
- An online Suggestion Box has been added to allow for feedback and input from a variety of stakeholders. The QR code for the form is posted on the website for the district.

*** 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:

Davie County Schools actively builds partnerships with community stakeholders and, as a small, rural LEA, is fortunate in having strong community support that enhances opportunities for students. Some partnerships enhance the rigor of educational programming, which specifically supports the education of advanced or gifted students. These include, but are not limited to:

- Davidson - Davie County Community College (DDCC) provides dual enrollment college courses for Davie County students through NC Career & College Promise.
- The College Board and North Carolina AP Partnership support AP Summer Institute (APSI) scholarships so that high school teachers can be trained without cost for the district.
- The Davie Community Foundation provides funds to support the STEM Pipeline Camp for rising 7th and 8th grade students (? of students targeted are the highest achieving students). The foundation also offers grant opportunities for teachers and numerous locally-funded scholarships for students.
- Donors (businesses and other groups in the community) fund the expenses and prizes for the district spelling bee and Battle of the Books competitions.

- Numerous local businesses support rewards/discounts for students for making AB Honor Roll.

The district AIG coordinator also serves as the district contact for STEM and works closely with the STEM Center located at Davie High School. A mutually beneficial relationship has been established between the AIG program and the CTE / STEM Business Advisory since many identified students elect to be in the STEM Center. The CTE / STEM Business Advisory brings civic, industry, and higher education leaders together to forge initiatives that support learning beyond the classroom. These efforts, along with others, enhance the relevance of educational programs by targeting students' talents, interests, or social/emotional needs:

- Catawba College is a strong educational partner with the STEM Center. Catawba provides guest speakers/lecturers for STEMinars and hosts campus tours and hands-on science field trips for STEM students.
- DDCC hosts tours for all 8th graders at both the Davie campus and the main campus. DDCC has also hosted tours for other student groups as well.
- Davie County Chamber of Commerce is composed of many business partners that support enrichment opportunities for high school students, including job shadowing, internships, and guest speakers. Staff from the chamber work with the CTE Director to organize field trips for all 7th graders to local businesses for Manufacturing Day. The chamber also supports an annual grant for summer externships for teachers (CTE & STEM) and high school counselors to improve the real-world connection with classroom content.
- The NC Arts Council provides an annual Grassroots Arts grant to support arts programming and artist residencies in schools, which promote high quality, creative experiences for students. The Davie County Arts Council funds additional performances/programs in all elementary schools. Davie County has also worked with the NC Arts Council in the past to provide A+ training for all staff involved in Read to Achieve Summer Camp, which also influences teaching strategies in classrooms during the regular school year.
- Ashley Furniture donates \$10,000 annually through Ashley for the Arts to fund the Arts Smart Festival and support the purchase of equipment and supplies for special projects in the arts.
- The Mebane Charitable Foundation has been and continues to be an active partner in areas such as the preschool-3rd grade literacy initiative, various elementary summer camps, and Sources of Strength (secondary student-led program promoting social/emotional resiliency).

- The Dragonfly House is Davie County Schools' community partner for the Compassionate & Resilient Schools initiative. The Dragonfly House provides professional development, resources, and grant funding for onsite mental health therapy for students.

- Many other individual leaders, businesses/industries, and health care providers are part of the CTE / STEM Business Advisory. They participate in career/college fairs, host field trips, provide guest speakers, etc. Businesses include but are definitely not limited to: Wake Forest Baptist Health and Davie Medical Center, Ingersoll-Rand, Members Credit Union, Flow Auto, Ashley Furniture, Davie Construction, and Grey Engineering.

Davie County Schools promotes partnerships that are mutually beneficial and seeks ways for the school system to give back to the community partners who graciously support students and staff. Facility use, presentations, student performances, and volunteer hours are a few of the ways that DCS gives back and teaches students the value of community service and involvement. Advanced and gifted students in Junior Beta Club, National Honor Society, STEM Center, and Early College volunteer in various community organizations, fundraisers, and events as part of their service expectations.

*** 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:

Each year, Davie County Schools organizes an AIG Advisory. AIG specialists recruit a diverse group of parents/guardians and ensure that all grade spans and all schools/geographic zones of the district are represented. A school administrator from each grade span, general education teachers, and a middle school and high school student also serve on AIG Advisory.

The district AIG coordinator and the AIG specialists host an AIG Advisory meeting at least twice per year, with other communication typically by email. Members of this committee review the AIG program, evaluate strengths/needs, provide input for plan revisions, and discuss new initiatives/updates, funding, and strategic planning for the AIG program. Advisory members work with the AIG coordinator and AIG specialists to analyze the data from the annual

AIG surveys. Parent/guardian advisory members are asked to be the “eyes, ears, and voice” for AIG in the community-to help gather feedback as well as to help disseminate information and advocate for gifted education.

*** 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:

Davie County Schools realizes the importance of communication with families and stakeholders. DCS shares information regarding the local AIG plan, program, and policies in a number of ways.

- The district AIG coordinator presents the local AIG plan at a Board of Education Meeting, which is open to the public, televised/aired locally, and recorded on a YouTube Channel.
- The district AIG coordinator also shares AIG updates and information at existing Principals’ Meetings and Staff Meetings.
- The Davie County Schools AIG plan is always posted online on the district website on the AIG webpage.
- Each school disseminates information regarding the local AIG program and other policies related to gifted education and services. AIG specialists:
 - Create a presentation and hold an annual parent meeting at their school site(s) to share information and answer questions. Those presentations are linked on the district AIG webpage.
 - Share AIG updates, including plan revisions, with their Gifted Services Teams (GST) and other staff.

- The LEA utilizes School Messenger for automated calls, emails, and text messages to alert parents/guardians of announcements, including marketing Credit by Demonstrated Mastery and an annual AIG survey.
- The district AIG coordinator and AIG specialists meet with an AIG Advisory at least twice per year. This allows the dissemination of information, as well as gathering of information and collaboration with parents/guardians and school representatives.
- An AIG brochure is linked on the AIG webpage and is shared with AIG specialists. The brochure provides an AIG program overview, information about identification, and other FAQs with contact information. It is available in Spanish as well as English, and is available at Open Houses, Curriculum Nights, etc.

Davie County Schools utilizes a number of tools and avenues to publicize opportunities available and well-suited for AIG students:

- Meetings and individualized conferences with AIG specialists, classroom teachers, and school counselors
- Paper flyers
- Automated School Messenger calls/emails/text messages through access to contacts through PowerSchool, as well as individualized emails/calls
- Websites (school, and district), student handbooks, and registration book
- Audio/visual announcements and signage at the school level
- Canvas and apps such as Remind and Class Dojo
- District level electronic newsletter (School Matters) and district/school/department Twitter and Facebook messaging

The avenue of communication may be selected based upon the grade span. For example, paper copies of fliers are still effective at the elementary level but not as much at the secondary. At Davie County High School, opportunities for students (such as career expo, college fair, job shadowing, internships, scholarships, summer enrichment opportunities, etc.) are shared through digital signage, student announcements, and websites. The STEM Center communicates enrichment opportunities (field trips, Lunch & Learns, STEMinars, etc.) frequently through STEM

homeroms, the Remind app, and the STEM Center website. At Davie County Early College High School, the small size of the school is a great advantage in communicating opportunities for students through seminar classes and personal contact, as well as through mass messaging or digital tools.

Current documents are translated into Spanish and can be accessed through the AIG webpage and on school websites.

*** Ideas for Strengthening the Standard**

- Continue to seek good resources for families to better understand gifted learners/children/development (including but not limited to anxiety and self-harming behaviors).
- Continue to evaluate the Advisory meetings and look for ways to make them more effective and meaningful to the process of continuous improvement.
- Consider focus groups of stakeholders determined by data gathered from the annual AIG Surveys.

Planned Sources of Evidence

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

Documents

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

Standard 6: Program Accountability

Davie County Schools (300) 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:

Every three years Davie County Schools develops/revises a written local AIG plan in accordance with state legislation and policy. To inform the plan, students and parents/guardians at all grade spans are surveyed, feedback is gathered from school administrators and the AIG Advisory in meetings and discussions, data are collected, and a self-assessment is completed by the AIG specialists and district AIG coordinator. In addition, the district AIG coordinator attends state/regional meetings and participates in webinars to support the AIG plan development and improvement. Drafts for each standard are shared with AIG specialists, AIG Advisory, and representatives of school/district administrators for additional feedback. Finally, the AIG plan is presented to the Board of Education for approval and submitted to the NC Department of Public Instruction for review and comment.

*** 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:

In Davie County Schools, implementation of the local AIG plan is monitored primarily by AIG Specialists and the district AIG Coordinator.

- The plan is shared with all stakeholders, with changes emphasized within principals' meetings, faculty meetings, etc.
- School level Gifted Services Teams (GSTs), led by AIG specialists, ensure plan implementation with fidelity within each school. AIG specialists communicate frequently with classroom teachers to make sure that AIG students' needs are being met.
- School/district administrators reference the document during planning for clarification of details and review AIG student performance by school.
- The local AIG plan is referenced at least quarterly at district AIG specialist work sessions, with discussion about progress towards meeting the goals of the plan and ways to strengthen the plan.
- The plan is referenced at parent events throughout the year, and annual parent/student surveys are used to gather feedback.
- The AIG Advisory reviews the plan at least annually, including the analysis of the AIG headcount to monitor demographics.

*** 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:

The budget for AIG programming is developed and monitored by the Chief Finance Officer and the district AIG Coordinator. Unfortunately, the state allotment is not sufficient and must be supplemented by other funds. Local funds are used to supplement the annual state allotment to maintain the employment (including benefits and local supplements) of the seven AIG specialists who lead the district AIG programming. Because our AIG specialists are

experienced, master teachers, the lack of flexibility in state AIG funds (PRC 034), which are in dollar allotments instead of position allotments, has been harmful in the district's ability to make the most of all funds for the benefit of AIG programming. However, AIG specialists are part of district/school continuous improvement efforts. AIG specialists are invited to participate in training relevant to the subjects/grades they teach, and they can request funds to support their individualized professional development, classroom instructional resources, etc. As part of the Curriculum & Instruction Department, the district AIG coordinator has access to some funds beyond the state allotment, including local professional development funds, grants, and some federal funds, and can "earmark" small amounts for specific AIG professional development and resources when needed.

*** 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:

At the school and district level, an AIG headcount is conducted annually to ensure accurate data regarding formally identified students. The Director of Accountability and Student Information does a data dive with district and school leaders with both district and school-level data at least annually, and the state test data includes AIG as a subgroup for analysis. At the school and class level, data is monitored at least quarterly with benchmarks or NC Check-Ins. While proficiency is not typically a concern for AIG students, growth is. Therefore, EVAAS information is often more relevant than proficiency when analyzing AIG student data and teacher effectiveness with higher level students. The district AIG team developed an GS-13 Intervention Plan to be used to address student concerns and to ensure that student needs are being met.

Advanced Placement (AP), ACT, and SAT test scores are also monitored at the high school level, as they impact college credit and inform readiness/acceptance. Efforts are in place to increase the graduation cohort rate. Student dropouts are monitored by a dropout prevention committee that reviews each individual student with the contributors and context for dropping out and helps problem-solve to improve the graduation rate. Historically, the dropout list rarely includes AIG students.

*** 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:

Identifying under-represented populations of AIG students is an ongoing focus of the district AIG plan. Davie County Schools employs procedures to ensure that all student groups are considered in the identification process. The CogAT is administered to all 3rd and 6th graders, and AIG specialists utilize alternative assessments to help identify students whose traditional test scores might not accurately represent their ability. ESL (English as a Second Language) students who meet the criteria established by the district ESL program are administered the alternative test for CogAT, the Naglieri Nonverbal Ability Test (NNAT) and non-verbal aptitude tests or additional nationally-normed achievement measures (such as the Test of Nonverbal Intelligence TONI-4) can be used as well. By training teachers in what gifted behaviors look like and by supporting them in the referral process, gifted students from all backgrounds and with other exceptionalities will have a better opportunity to be identified and served.

The AIG Advisory continually monitors the demographic data of the district and the AIG subgroup for comparison. The performance of each individual AIG student, including those under-represented, is monitored by the AIG specialist, regular classroom teacher, and the Gifted Services Team (GST) at each school. If a student is not performing, the AIG specialist, regular classroom teacher, and GST take measures to address the concerns, including partnering with the parents, contracting with the student, and adjusting services as needed. However, students who are formally identified as AIG are not un-identified. A formal intervention process (GS-13 Intervention Plan) has been developed and can be put into place for any underperforming student.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	<5%	---	---	---	17.62%
Male	---	---	<5%	---	11.28%	---	16.43%
Total	25.00%	<5%	<5%	---	8.51%	---	16.99%

Percent of Total AIG Students Identified as Dual Exceptionality

*** 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 information regarding licensure and the completion of professional development for renewal. All AIG specialists and the district AIG coordinator are state certified in AIG, and the district is making significant efforts to increase the number of regular classroom teachers who have additional training and certification in gifted education. The AIG Local Endorsement course (described in Standard 4) has been successful in increasing the number of teachers who are locally endorsed in gifted education and several participants have taken and passed the Praxis for Gifted Education.

The district AIG coordinator works closely with the HR Department to monitor the credentials of personnel serving AIG students. This includes teachers who are AIG certified, AP certified, are participating or have completed the hybrid course to meet local AIG requirements, and those who meet the state requirements for Honors Portfolios. These updated lists are shared with school administrators to help inform master scheduling and qualifications for serving AIG students. School administrators also utilize observation and EVAAS data. AIG specialists support regular classroom teachers who teach AIG students.

*** 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:

Davie County Schools elicits quantitative and qualitative feedback regarding the implementation and effectiveness of the local AIG program. Feedback is gathered both formally and informally from stakeholders.

AIG specialists and district staff request regular feedback from AIG students and parents/guardians in a variety of ways:

- Annual AIG student and parent/guardian surveys are distributed by grade span, with schools/specialists receiving school-specific data to study and district data analyzed by AIG specialists/coordinator and AIG Advisory. (2022 Elementary & Middle AIG Student Survey, 2022 Elementary & Middle AIG Parent/Guardian Survey, 2022 High School AIG Student Survey, 2022 High School AIG Parent/Guardian Survey)
- Parent/guardian and student representatives provide valuable feedback through discussions at district AIG Advisory meetings.
- Feedback is obtained through annual DEP meetings, parent/guardian/teacher or parent/guardian/administrator conferences, and curriculum/parent nights at the school level.
- AIG specialists elicit feedback from students informally and formally through class surveys and discussions at the elementary and middle school level.

Input from other stakeholders is also critical to guide continual improvement.

- The AIG Advisory includes non-AIG staff educators, such as regular classroom teachers and school administrators, who provide their insight and perspective at meetings.
- The AIG specialists collaborate with regular classroom teachers, school-level administrators, counselors, and other support staff within the school(s) they serve.

- The district AIG coordinator meets with the AIG specialists, who provide ideas for strengthening the AIG program based upon feedback they have gathered from stakeholders and their own observations and professional opinions.
- The AIG coordinator has regularly scheduled meetings with principals and district leadership in which discussions include the AIG program and continual improvement.
- Finally, the network of regional AIG coordinators and NC DPI consultants provides valuable feedback for improving AIG programming through collaborative meetings, consultation, and review/comment on the local AIG plan.

*** 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:

Multiple sources of data were referenced to revise this local AIG plan. (See Practices D-G above):

- Achievement data of AIG subgroup
- Headcount data with demographic information by district and AIG subgroup
- Annual survey data from AIG students and parents
- Course offerings/rigor at the high school level
- AIG credentials for personnel

This year, the AIG Advisory analyzed survey data, both quantitative ratings and qualitative comments using the Data Driven Dialogue protocol to identify ways to improve AIG programming and to determine focus areas for the next year. This process, in addition to feedback from other stakeholders, will help inform AIG specialists as they complete the self-assessment, make notes for revisions, and the district AIG coordinator drafts and shares revised standards for further comment/feedback.

To strengthen this standard, more time throughout the plan cycle is needed to work through interim reports and to dig more deeply into data that can be analyzed for AIG students. Data dives with the Director of Accountability and Student Information for the district AIG Team will be scheduled annually. This will support a more methodical, well-paced approach to the revision during the third year of the cycle.

*** 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:

Davie County Schools balances sharing data from evaluating the local AIG program with appropriately protecting the confidentiality of all stakeholders. The specific level of data depends upon the audience.

- State test data (with AIG subgroups), ACT, and SAT results are reported by the Director of Accountability and Student Information to the Board of Education annually. The meeting is televised, and a local journalist reports highlights in the weekly newspaper. (Test data by student or by teacher is maintained at the school-level.)
- AIG headcount data is shared with school/district leaders, with aggregate headcount data (including demographic breakdown) shared with the AIG Advisory.
- Survey results from students and parents are shared with AIG specialists, the AIG Advisory, and school/district staff. Aggregate/summary district data is shared with all stakeholders, while school-specific data (in which comments may identify a specific AIG specialist or classroom teacher) either has names redacted or is only shared with the school AIG specialist and principal.
- The updated AIG plan, along with information from the self-assessment that informed the revisions, is presented to the Board of Education for review and approval. Once approved, the local AIG plan is posted on the district website.

*** 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:

Davie County Schools safeguards the rights of students and their parents/guardians through established policies, procedures, and practices that are communicated within this plan, online, at parent/guardian meetings, and in written/hard copy.

Informed Consent for Identification and Services

Davie County Schools uses informed consent for placement and services. Beginning in K-3, parents/guardians are notified if students are recommended for pull-out nurturing with the AIG specialist through a personalized notification/consent letter (GS-1c K-3 Candidate Parent Letter Sample). In addition to the letter, the regular classroom teacher typically communicates with the parent/guardian in a conference or by phone.

The initial screening for formal identification in the AIG program typically involves two test administrations, both of which are district wide tests. The CogAT is administered to all 3rd and 6th grade students, and a letter from the Director of Accountability and Student Information informing parents/guardians of the nature of the test and its use is provided to each parent with the invitation to seek further information from school or district personnel. A written report of the CogAT results is provided to the parents/guardians of each student who takes the test. If students take the Naglieri, the same process is followed. The second test considered in the screening, referral, and selection process is the End-of-Grade (EOG) test at each grade level. Davie County follows state procedures for notifying students and their families of state testing followed by individualized score reports afterwards.

Assuming that state test results are not delayed by new assessments/leveling, the Gifted Services Team (GST) determines eligibility for formal identification at the end of each school year, and parents/guardians receive notification (GS-6 End of Year Notification Letter Sample). At the beginning of the following school year, parents/guardians of identified students are invited to a meeting at the beginning of the year to learn more about the AIG program and consider if they want their child to participate (GS-7 Sample Parent/Guardian Meeting Invitation). If parents/guardians accept services, a Differentiated Education Plan is completed for each child and is signed by the parent(s)/guardian(s). Therefore, the DEP includes provisions for the protection of student and parent/guardian rights and informed consent. (See GS-8 Elementary School Differentiated Education Plan (DEP), GS-9 Middle School Differentiated Education Plan (DEP), and GS-10 High School Differentiated Education Plan (DEP).)

Reassessment

In the event that a student does not qualify for entrance into the AIG program or qualify for a specific level of service due to achievement or aptitude test results, additional assessments may be considered.

- As noted above, all students are re-assessed with the CogAT in 6th grade, and EOGs are administered annually for the Gifted Services Team (GST) to reconsider candidates for initial identification. Alternative assessments may be used as well.
- In reviewing student data at the end of the year, the GST may determine that additional testing is needed, and a parent/guardian consent for evaluation is completed prior to additional internal assessments. (GS-4 Parent / Guardian Consent for Evaluation)
- A parent/guardian may request additional testing through the school's Gifted Services Team (GST). After reviewing the request and student data, the GST, district AIG coordinator and/or superintendent may request individualized testing administered by a certified school psychologist with Davie County Schools.
- Finally, parents may seek additional testing from a licensed private psychologist provided that the parents notify the district AIG coordinator in writing prior to the scheduled testing, the test to be administered is on the approved assessment list, and that all procedures are followed for independent evaluations. (See GS-15 Procedures for Independent Evaluations in Appendix.) Parents who seek additional testing from a certified private psychologist are responsible for the costs of such testing.

Transfer Procedures

Students who transfer into the district from other locations are reviewed by the school Gifted Services Team (GST) to determine if they meet local criteria for AIG identification and services and/or if additional assessment is needed. The local process is followed and the parent/guardian is notified of the decision.

Interventions for AIG Students

In the event that an AIG student is not performing well with the current service delivery and begins to fall below the level specified for identification, the GST/AIG specialist should intervene to support the student's improvement and success:

1. Conduct a parent/guardian conference to discuss student performance, expectations, concerns, goals, and ways to support the student.
2. Implement an intervention plan. This action should be taken before a change is made in the Differentiated Education Plan. The intervention plan is usually active for 9 weeks, but it may be implemented for less time at the discretion of the GST. (GS-13 Intervention Plan)
3. After sufficient time with the intervention plan, the GST will revisit and make further recommendations. The GST will review the student's case to discuss and possibly adjust services to best fit the students' needs (i.e. shift from pull-out services to differentiation and other enrichment opportunities within the regular classroom).

Procedures for Resolving Disagreements

As required by G.S. 115C-150.7(b)(7) Davie County Schools provides the following procedures for resolving disagreements related to AIG programming. (Procedures to Resolve Disagreements)

Level I - School Site Review - Appeal to the Principal & Gifted Services Team

- If parents/guardians have a disagreement concerning screening, identification, or services, they shall first request a meeting with the principal, AIG specialist, and the child's teacher. The request must be in writing and no later than 30 days after disclosure or discovery of the facts giving rise to the concern. Other appropriate personnel may be requested to attend this meeting. The parent(s) may also request in writing a conference with the school Gifted Services Team. The meeting should address the issue (specific issue, action, or decision), any violation of policy/procedure, and the desired resolution. Following the school site meeting and review, the principal or GST shall provide a written response within 10 days of the meeting. This response will be sent to the parent(s), as well as the district AIG coordinator and superintendent.

Level II - District AIG Review - Appeal to the AIG Coordinator & Chief Academic Officer

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

Level III - Administrative Review - Appeal to the Superintendent

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

Level IV - School Board Review - Appeal to the Local Board of Education

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

Level V - State Level Review - Appeal for Administrative Law Hearing

- In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent(s) may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).) Attorney fees are not available to parents in the event they prevail in a due process hearing.



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*** Ideas for Strengthening the Standard**

- Review and refine monitoring processes specific to the AIG Plan to ensure consistency and fidelity of implementation.

- Develop and administer surveys specific to classroom teachers and administrators to gather more focused input and feedback on the AIG Plan.
- Work with the Director of Accountability and Student Information to create a data dashboard specifically for AIG students that can be analyzed and shared with stakeholders to inform continued improvements and to develop a list of data points that can be pulled in an annual data pull for review by the AIG district team
- Reevaluate and revise the Intervention Plan based on effectiveness to make sure that students are consistently receiving the support needed.
- Review and refine data analysis protocols to better study data and look for patterns and trends over time.

Planned Sources of Evidence

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

Documents	
Type	Document/Link
Document Template	Document/Link

AIG Standard 6 Additional Resources

N/A

 Appendix

Local Board of Education Approval

Davie County Schools (300) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

07/05/2022 

Original Application Submission Date: 07/06/2022

Documents

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

AIG Related Documents

Davie County Schools (300) 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	 BOE Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 Appendix
AIG Standard 2 Additional Resources	N/A	 Appendix
AIG Standard 3 Additional Resources	N/A	 Appendix
AIG Standard 4 Additional Resources	N/A	 Appendix
AIG Standard 5 Additional Resources	N/A	 Appendix
AIG Standard 6 Additional Resources	N/A	 Appendix

Glossary

Davie County Schools (300) 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.