

Davidson County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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Davidson County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Davidson County Schools local AIG plan is as follows:

Davidson County Schools Vision for local AIG program: The AIG plan developed by Davidson County Schools is based upon programming for giftedness. This encompasses a more inclusive definition and a greater call for a range of programming options to address broader needs. This plan has established an array of services allowing a match of services with the needs of the individual. It is important that a full continuum of services be created to include the development of gifted potential, to address the needs of such special populations as gifted students with disabilities, underachievers, and culturally diverse students, and to provide challenging experiences for our entire gifted population.

The Davidson County program for academically/intellectually gifted students will provide a challenging and rigorous educational experience for students identified as gifted. Our teaching practices will require differentiated curriculum and instruction and will prepare students to be 21st Century learners. Through continuous professional development and collaboration among teachers, support staff, parents, administrators, and community members, we will strengthen our ability to provide appropriate services for our gifted learners.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$988786.00	\$5700.00	\$0.00	\$0.00

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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

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Maintained Practice for 2013-2016.

Rationale: Screening and identification criteria and processes for grades K-12 were outlined in our 2010-13 plan. Documents explaining the identification process are in place, but through our self-assessment process we realized information has not been clearly communicated to all stakeholders in grades 6-12. The AIG program will improve the implementation of these processes in middle schools and high schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The district will make greater effort to monitor whether referral, screening, and identification procedures are being fully implemented in grades K-12. Detailed procedures will be reviewed and made available to administrators, AIG Specialists, guidance counselors, classroom teachers and parents. Each school will receive a copy of the AIG Guidebook and Procedures and an electronic version will be placed on the AIG District Website. Davidson County's selection of students for the AIG program will be based on consistent, fair, and equitable criteria.

A school-based Gifted Education Team will utilize equitable measures and procedures to identify students with academic potential who could profit from further assessment and/or placement in differentiated services for gifted education. The Gifted Education Team will review the appropriateness of identification procedures on a regular basis. Non-traditional measures and procedures may be used for under-represented populations or when it is deemed traditional testing measures do not reflect the ability of any student.

The decision making process involves three steps: screening, identification, and service options selection. These steps are designed to gather all pertinent information about learners and to develop service options to meet their needs. Information regarding the identification process will be distributed to parents through an AIG program brochure, parent meetings, and postings to the district AIG website. AIG specialists will conduct parent nights each year to explain the screening and identification process. The AIG program will work with grades 6-12 to make the referral, screening, and identification process more transparent, as well as providing the necessary support needed to conduct screening and identification.

Planned Sources of Evidence:

- AIG Guidebook and Procedures
- Parent conferences, annual parent meetings
- AIG Informational Parent Brochure

- District AIG website
- Parent Agreement Form: Parent/Student Rights in Identification Form
- Placement Criteria and Testing Procedures
- Individual Student Referral, Eligibility, & Placement Record
- Individual Student Identification/Record and School Site Decision
- Request for Additional Information for Nomination
- Nurturing Nomination Form
- DEP: Differentiated Education Plan
- Gifted Education Team Meeting Minutes
- AP Potential using PSAT Scores, ACT Plan and Explore

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Maintained Practice for 2013-2016.

Rationale: Davidson County Schools employs the following multiple criteria to identify students for the AIG program: student achievement, aptitude, and potential to achieve. This process includes all efforts to review the entire school population to determine which students may need further assessment and/or placement in differentiated services for gifted education. The screening process will take place annually and will be an ongoing process throughout the year. Non-traditional measures such as the Naglieri (NNAT2), a nonverbal aptitude assessment, are being used as an alternative assessment to reveal aptitude in potential students whose ability may not be discovered with traditional measures. Performance-based tasks are utilized as a measure to gather an authentic work sample to indicate potential to achieve.

Recent analysis of our identification/placement data across our district has indicated a trend of low student numbers for the AIG program at several of our schools for the past two years. The schools have a high percentage of economically disadvantaged students. A district comparison of placement criteria was recently conducted for our Gifted Program Advisory Council, which compared our baseline score to other districts in our region with comparable demographics. Through this analysis, it was identified that our baseline score is higher than the majority of districts in our region and surrounding regions. Our criteria for placement is currently under review with the proposal of lowering our aptitude baseline score from the 93rd percentile to the 90th percentile; this is still under consideration until further data and analysis of our local norms can be conducted in the 2013-14 school year.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The identification process involves data collection on all students who may show a need for differentiated services. The formal identification process for the Academically and Intellectually

Gifted Program does not begin until third grade. AIG specialists consult with K-3 teachers as needed to meet the needs of advanced learners in grades K-3. This may include nurturing and providing resources to enrich and accelerate the curriculum. The needs of K-3 students who consistently demonstrate a strong need for differentiation and achieve on an advanced level when compared to their grade level peers may be addressed through a referral to the school's Gifted Education Team for further screening.

Screening:

During the second semester all third grade students in Davidson County will be given a CogAT aptitude test which will be used in the screening process. The information collected in this screening will be used to determine the need for further assessment or the decision that the child does not appear to need differentiated services from the gifted program at this time. Should the student need further assessment, the parent would then be notified. Documentation of this action will be placed in the student's AIG screening folder. The screening process for grades 3-12 will include the following:

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

Identification and Placement:

Davidson County's AIG criteria use three pathways to identify a student as gifted. We have a baseline score of 93rd percentile in aptitude, achievement, and grades. The first pathway is based solely on aptitude scores. The second pathway is based on aptitude scores, achievement scores, and grades. The third pathway gives students who do not meet the 93rd percentile in one area the opportunity for placement using alternate assessments, as well as an observation of student behavior to indicate gifted behaviors and motivation to learn. Specific placement pathways are listed in the appendix.

Identified students will be matched with the program service options that best meet their individual academic and affective needs. Multiple indicators of giftedness are considered. Each school year regular education teachers will collaborate with AIG teachers to complete a Differentiated Education Plan (DEP) for identified gifted students. The DEP will be developed for each student using a standard format and will outline the program service options appropriate for students in that grade. The DEP will list the learning environment, instructional and content modification strategies, or any special academic opportunities that match the learner's needs. Students will receive in-class differentiation in the regular education classroom in the area(s) of identification with the support, both directly and indirectly, of the AIG teacher. The school's Gifted Education Team will review all Differentiated Education Plans. Parents will receive a copy of the DEP.

The Gifted Education Team will consist of the following members:

Elementary

- Administrator/Designee
- Guidance Counselor

- AIG Specialist
- K-3 Classroom Teacher
- 4-5 Classroom Teacher

Middle & High School

- Administrator/Designee
- Guidance Counselor
- AIG School Contact
- Student's Homeroom or Referring Teacher(s)

Planned Sources of Evidence:

- Forms: AIG screening list
- AIG Placement Criteria and Testing Procedures
- Observation Inventory
- Performance Tasks
- Individual Student Identification/Placement Record
- Teacher referral forms

Other Comments:

- Specific Placement Criteria available in appendix
- Documents will be modified as needed and translated into Spanish

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally 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.

This practice is a Focused Practice for 2013-2016.

Rationale: Our identification and headcount data indicate certain demographic groups are highly under-represented in our AIG program. This would include our demographic groups of English language learners, economically disadvantaged, and twice exceptional students. Over the past two years attempts have been made to monitor our identification data for demographic groups in our AIG population to determine if nurturing strategies are effective with developing potential.

Currently none of our 431 LEP students are identified as gifted using our current testing and placement criteria. The number of AIG students initially identified at our Title I elementary schools continues to be significantly lower than at our non-Title I elementary schools. Our district has 12 Title I elementary schools and 6 non-Title I elementary schools. Only 46% of our AIG elementary students are from Title I schools, even though we have double the amount of Title I schools than non-Title I in our district. AIG specialists and elementary administrators have been made of aware of this need at curriculum meetings, but more awareness needs to be made at all levels. Testing criteria processes were revised in 2011-12 to include specific guidelines and procedures for initiating alternate

assessments, such as the Naglieri (a non-verbal aptitude test) as a means to try to identify students who may not respond to traditional measures. Only six requests were received for alternative assessments during 2011-12 screening.

Middle and high school referral and screening procedures are not being initiated intentionally to respond to under-represented groups in advanced classes. Efforts to recruit high school students for Advanced Placement courses from under-represented groups needs to be made, especially in the areas of math and science.

Goals: Fully implement the referral process for alternative methods to screening and identification using the procedures outlined in our testing criteria to ensure equitable and fair access to all student groups regardless of ethnic group, socio-economic status, gender, or learning differences. Increase the number of students identified as gifted in our economically disadvantaged Title I schools over the next three years by 5%. Develop processes in middle and high school to respond to under-represented populations in advanced courses.

Description: The identification of academically gifted students from under-represented populations (minorities, low socio-economic environments, limited English speaking ability, twice-exceptional) requires on-going evaluation. The Davidson County Schools AIG department has increased collaboration with the district's ESL department. Screening and identification processes have been reviewed with the District ESL lead teacher. AIG Specialists have been encouraged to pursue the Request for Additional Information for Nomination as a means to request an alternative assessment instead of a traditional assessment tools for students who the Gifted Education Team determines as a qualifying condition or circumstance.

Ideas for Strengthening:

1. Look at all of the factors that influence the process and definitions of giftedness.
2. Research alternate assessments that are culturally fair.
3. Continue to implement a referral and identification process that assures fair and equitable access to the gifted program, including middle and high school.
4. Collaborate with classroom teachers to ensure equitable access for under-represented students in nurturing groups. Encourage schools with low socio-economics or high minority populations to nurture the highest performing students regardless of AIG identification.
5. Include specific information at professional development sessions on identifying under-represented gifted students.
6. Continue and expand current K-3 nurturing program at each elementary school.
7. Continue collaboration and consultation with English-as-Second Language lead teachers and LEP resource teachers.
8. Work with middle and high school teachers and school counselors to identify potential AP students using PSAT, ACT Plan, and ACT Explore results.
9. Monitor the enrollment of under-represented groups in AP and Honors courses.
10. Analyze local norms on the CogAT aptitude assessment over the next three years.
11. Develop Individual Differentiated Education Plans for highly gifted students.

Planned Sources of Evidence:

- PSAT, ACT Plan, and ACT Explore results

- Alternate standardized assessments such as the Naglieri
- Professional development on identifying under-served populations
- Local norms from aptitude test
- Student identification and headcount data

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Focused Practice for 2013-2016.

Rationale: Through the self-assessment process, stakeholders have indicated implementation of screening, referral, and identification processes (as outlined in our 2010-13 plan) are not occurring as an on-going process in middle and high schools. Middle schools do review records for transfer students with AIG identification to determine if they are eligible according to our guidelines. On-going review of student potential and teacher referrals for identification each year is not being carried out through middle and high school for the AIG program. Efforts have been made over the past two years to ensure screening and identification processes were consistent and transparent in elementary; however, testing and placement criteria documents and procedures have not been reviewed for middle and high school in the past three years.

Goals: Ensure that all levels-elementary, middle, and high school-have consistent and ongoing processes in place for screening, referral, and identification for the Davidson County Schools AIG Program. Each school site will be required to have a Gifted Education Team. The district will investigate the possibility of adding AIG specialist personnel at the middle and high school level to support schools with these processes.

Description: All third grade students in Davidson County Schools are administered the Cognitive Ability Test, which is a test of aptitude. A pool of students is then formed based on scores that are 85th percentile or higher. Each year the Gifted Education Team will review the gifted education services offered to identified students and determine appropriate services to be offered for the next school year. The Gifted Education Team will consider a student's growth and achievement under the current options. Parents will be notified of any change in services.

If additional aptitude testing is warranted, a student will be given an Otis Lennon School Ability Test. On occasion, a student who is a candidate for AIG placement is in need of an assessment other than the traditional assessment tools. Students from under-represented populations will be evaluated with instruments that are sensitive to their differences, native language, and/or handicaps. Teachers will complete an Alternative Assessment checklist to determine if further testing is applicable.

*Note: The EOG scores will be used as the achievement test criterion unless the student transfers from out of state, a private school, or a home school setting. If achievement scores are within 5% of Davidson County's minimum score, another achievement test will be administered. During the 2013-2014 screening and identification process, the Iowa Test of Basic Skills will be used for achievement

test criterion in place of EOG scores, due to state re-norming.

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

Grades 4-8: Each year, students' standardized scores will be reviewed at each school by the AIG specialist and/or the AIG Lead Teacher to ensure on-going referrals, screening, and identification is occurring. The referral process will be reviewed with Middle School teachers to revitalize this process. If on-going documentation of a student's achievement indicates performance at advanced levels, it may be deemed to administer an additional aptitude test on the student. The Gifted Education Team at each school will assist with making decisions regarding screening and identification following the placement criteria.

Grades 9-12: Currently, high schools do not have a process in place for referral, screening, or identification. Course selection and special activities available at the high school level are open to all students meeting the recommended criteria. The AIG program will focus over the next three years with improving the intentionality of gifted services for our high school AIG students.

As part of the on-going effort to identify students in need of differentiated services, the following information will be considered on an ongoing basis:

- Above-grade level classroom performance
- Portfolio of student work products demonstrating above-grade level performance
- Research-based teacher checklist assessing learning strengths
- K-2 literacy and/or mathematics assessments
- Nine-week benchmark reading and/or mathematics assessments
- Reading and/or mathematics End-of-Grade and End-of-Course Tests

Ideas for Strengthening:

- Conduct training sessions for teachers K-12 on referral, screening, and identification procedures
- Provide more support for classroom teachers with completing observation checklist
- Update the referral process and forms for middle and high school

Planned Sources of Evidence:

- AIG screening lists
- AIG nomination logs
- Placement Criteria
- Agendas for professional development sessions regarding screening and identification
- Gifted Education Team minutes

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: Written policies are in place that safeguards the rights and identification of AIG students and their parents/families. The Davidson County AIG program has established procedures on identification, placement, parent rights, service options, transfer policies, and procedures to resolve disagreement with gifted program options.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Parents are provided the Parent/Student Rights form regarding identification, placement, and service, as well as the due process procedures for resolving disagreements. Our district will also require signatures of parents/guardians on the following forms: eligibility referral/permission to screen, student identification/placement record, and DEP (Differentiated Education Plan), and Parent Agreement to services. A policy is also in place concerning students transferring from other LEAs.

If a parent/guardian has a disagreement with the gifted education program:

1. The parent/guardian should meet with the regular classroom teacher and/or the AIG teacher to seek a resolution.
2. If the meeting does not resolve the disagreement, the parent/guardian may request a meeting in writing with the Gifted Education Team. The parent/guardian should present written information regarding the concern(s).
3. If no resolution is reached at the school level, the parent/guardian may request in writing an appeal to the District Gifted Education Team.
4. If no resolution is reached at the District Gifted Education Team, the parent/guardian may request in writing an appeal to the Assistant Superintendent of Curriculum.
5. If an agreement is not reached, the parent/guardian may appeal in writing to the Davidson County Schools Superintendent.
6. Once all efforts in the system have been exhausted, the parent/guardian may seek mediation or file a petition for a hearing under Article 3 of Chapter 150B of the NC General Statutes. The decision of the administrative law judge is final. Attorney's fees are not available to parents in the event they prevail.

Individual folders are kept on students who are initially placed on the screening list, as well as students who were screened but not placed in the program. Documentation is kept in this folder and transferred to middle and high schools as students transition. Conferences are held with all parents of students who are referred for AIG services.

Planned Sources of Evidence:

- Student AIG folders
- Differentiated Education Plan (see appendix)

- Policy for Procedures for Transfer Students (see appendix)
- Procedures to Resolve Disagreement with Gifted Program Options (see appendix)

Other Comments:

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Focused Practice for 2013-2016.

Rationale: It is the expectation of Davidson County Schools that each school year every identified AIG student will have a Differentiated Education Plan (DEP) in place as outlined by Article 9b. The DEP should be created in collaboration with regular education teachers, AIG specialists, parents, counselors, and the student to outline service options available to the student. During the self-assessment process, which included stakeholder surveys grades K-12, it was discovered that DEPs are not being implemented with fidelity for our high school AIG students. Many of our AIG high school students who completed the AIG stakeholder survey indicated they did not realize they were still identified as an AIG student. It is essential for yearly communication to be maintained with every AIG parent and student to determine appropriate service options.

Goals: Differentiated Education Plans will be developed within the first two months of school for all AIG students in grades 4-12 starting with the 2013-2014 school year. This will be verified using the AIG Headcount list by the district AIG Lead Teacher and school administrators with 100% compliance at each school in the district. A process for completing DEPs annually will be established at the high school level.

Description: Elementary - Once the student's placement in a service level is decided, a plan will be created by the parent, student, classroom teacher, and the AIG specialist which outlines the AIG services available to the student. The DEP meetings are to be held each year within the first two months of school. During these meetings, the AIG specialist will also explain the identification process and the specific AIG service options available to the student. A folder with AIG documentation will be maintained on each AIG student and stored with cumulative records.

Middle School - DEP meetings will be held each year within the first two months of school through parent night meetings. Accelerated homeroom teachers will work in collaboration with the student's accelerated team of teachers to develop the DEP. Students and parents will also be included in the DEP process. An individual meeting may be arranged in order for individual concerns to be addressed.

High School - The DEP process will be outlined for high schools and will be implemented in the fall of the 2013 school year. A high school DEP task group is currently being formed to revise our current DEP for grades 9-12. DEPs will be reviewed each year with AIG high school students and will be sent home for parents to review and sign.

Ideas for Strengthening:

8/7/2013

- Update and review all identification documentation K-12
- Transition process for AIG Student Folders from middle to high school
- Conduct AIG Identification and Placement Awareness sessions at each school in 2013-14
- Develop clear expectations for teachers and specialists to conduct annual reviews of service options for AIG students

Planned Sources of Evidence:

- Signed DEP forms
- AIG student folders with signed documentation
- DEP guidelines K-12

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The NC SCOS is used as the starting point for designing our students' instruction. Educators are implementing a new curriculum this year in all content areas, K-12. The Gifted Program Advisory Council, AIG specialists, and District Curriculum Departments feel at this time the NC Standard Course of Study is not adapted consistently in our district to extend, enrich, or accelerate to meet the needs of our gifted students. Inconsistency with implementation across the district is noted with variations from school to school. With the new curriculum and NC Teaching Standards, teachers express a need for support with differentiation and more Common Core resources. Our district EVAAS data indicates our higher performing students are often the students who are not making growth. Often the differentiation provided for students is being placed in an accelerated class, or taking Honors or AP, but there is little evidence of differentiation within the class setting.

Goals: The district AIG program will provide a more comprehensive professional growth plan for all grades spans to enable teachers to more appropriately serve the needs of advanced learners. This will include support with adapting the SCOS to provide a rigorous curriculum for gifted learners and providing teachers with resources to assist them with differentiation. The district curriculum and instruction departments will continue to develop differentiation practices with all teachers.

AIG professional growth opportunities will be offered for teachers and administrators in grades K-12 through AIG Cohort Certification and/or district in-service training during the 2013-14 school year with teacher participation across the district increasing from 30% to 80%.

Description: Teachers will plan differentiated instruction aligned to the North Carolina Standard Course of Study. Pre-assessment data will be used to make instructional decisions regarding differentiation. Classroom teachers are expected to adapt the curriculum to meet the needs of advanced learners. AIG Specialists will work in collaboration with the classroom teacher to extend, enrich, or accelerate the curriculum for AIG students.

Ideas for Strengthening:

- Provide professional development on differentiation and curriculum strategies grades K-12 on flexible grouping, tiered assignments, curriculum compacting, Socratic seminars, problem-based learning, concept-based units
- Utilize the lesson exemplars available on the DPI AIG Instructional Resource Project as mentors for developing differentiated lessons

- Develop instructional tasks and higher level questions using Revised Bloom's Taxonomy
- Increase the use of professional resources on differentiation and the Common Core at PLCs
- Provide coaching support from lead teachers with executing differentiated instruction for advanced learners

Planned Sources of Evidence:

- AIG Professional Growth Plan
- Lesson plans
- Differentiation checklist (see appendix)
- Professional development sessions focused on unpacking the standards
- Professional development sessions on differentiation

Other Comments:

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.

This practice is a Focused Practice for 2013-2016.

Rationale: Throughout the district, professional development and professional learning communities have discussed the varying needs of students at all grade levels. Analysis of district EVAAS data indicates great variability with meeting these learning needs. More training with effective differentiation is needed for teachers. Students' interests, readiness, and learning profiles are not consistently used to make instructional decisions or to adapt the curriculum. Teachers need more support with how to employ these instructional practices with the new curriculum. Learning profiles are being developed in elementary with AIG specialists and included on their DEP. The degree to which this information is being used during instruction to address students' learning needs is uncertain.

Goals: Continue to provide professional development training and job-embedded support on effective instructional practices to meet the learning needs of gifted students at all grade levels. Teachers will become more purposeful and intentional in their planning to address the needs of AIG students. This will be measured with district and school EVAAS data for gifted learners, student stakeholder surveys, and instructional monitoring walkthrough data.

Description: Differentiation is the philosophy on which the gifted education program is based. Curriculum and instruction must be modified on a regular basis to address the widely diverse needs of gifted learners. Learners differ in important ways and must be engaged in instruction through different learning modalities, interests, and degrees of complexity. Thus, the responsibility for providing gifted services is shared by the regular education teachers and the AIG teachers through a collaboration and consultation model.

The collaboration and consultation model is supported at both the school and system levels. In this model regular education teachers and AIG teachers share their expertise to better serve students. An

essential component of the collaboration and consultation model is that time be regularly scheduled for classroom teachers to meet with the AIG teacher to plan for differentiated curriculum and instruction. Implementation of the collaboration and consultation model increases capacity for serving students flexibly across grade levels

Teachers will continue to provide an array of service options and educational experiences which support individual growth at varying levels of abilities, needs, and interests, and which allow students to learn and move through advanced materials at a challenging pace.

In order to provide consistent services to students throughout the county, elementary students will receive AIG services one-two times per week either through a pull-out or push-in for each area of identification depending on the level of service needed to best meet the learning needs of the students. The emphasis will be on maintaining a smaller group size to meet the individual needs of each gifted learner and to create a more intense learning environment (per elementary AIG guidelines).

In middle and high schools, differentiation occurs within the core classrooms. In middle school, AIG students are clustered together in accelerated classes which are structured to meet the needs of advanced learners. High school AIG students will receive academic advisement to enroll in Honors or Advanced Placement classes throughout high school, as well as guidance to pursue other academic opportunities. The district AIG department will place more emphasis on meeting the learning needs of gifted students in middle and high over the next three years.

All AIG teachers - specialists, cluster teachers, honors teacher, or AP teachers - should provide instruction that is an enrichment, extension, and/or acceleration of the core curriculum. The regular classroom teacher will provide core instruction to all AIG students. Curriculum and instruction will be modified on a regular basis to address the widely diverse needs of the gifted learners. (per AIG guidelines)

AIG identified students are clustered together in homerooms or subject areas to assist in meeting the educational needs of the students. Classroom teachers differentiate in the areas that students are identified as gifted.

DCS will also provide a comprehensive staff development program which is sequential and continuous to enable teachers to more appropriately serve the needs of advanced learners. Ideas for strengthening:

- District leads coaching and modeling effective practices
- County-wide expectations for differentiation
- Vertical planning
- Equitable course offerings at each school

Planned Sources of Evidence:

- Lesson plans and curriculum units
- Student work samples
- Classroom Differentiation checklist
- Professional staff development on differentiation

- EVAAS data
- Stakeholder survey results

Other Comments:

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG department has many research-based resources available to curriculum departments, schools, and AIG specialists. Davidson County Schools Curriculum departments continuously seek out research-based supplemental resources to provide to classroom teachers to augment curriculum and instruction. Educators are encouraged in the district to use a variety of resources to meet the needs of their students. AIG funds have been used to purchase curriculum and instruction resources for teachers.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG program and the district curriculum departments will continue to seek out research-based resources to support teachers with differentiated instruction for gifted students. Efforts will be made to utilize all available resources to enhance the curriculum and delivery of instruction. AIG teachers deliver enhanced supplemental instruction based on research and best practices for gifted students.

- Professional development on current trends in curriculum areas
- Sharing of resources
- Collaboration of all school personnel

Planned Sources of Evidence:

- Model effective practices
- Consult with regular education teachers
- Conduct vertical planning K-12
- Utilize best practices
- Share county-wide expectations
- Evaluate annually to ensure that curriculum reflects best practices

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness;

critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2013-2016.

Rationale: Our district has provided professional development training and awareness sessions, as well as book studies, for the past two years to increase the knowledge of our educators with 21st Century Skills. NC Education Modules, Senior Graduation Projects, and STEM have all been examined to support our district with infusing 21st Century Skills into all of our classrooms. The district is still in the early stages of implementation. The next step is to ensure we are developing the following types of skills in our students: critical thinking, creativity, and leadership.

A big question asked by stakeholders throughout the self-assessment is "What should a 21st Century classroom look like? and Do our classrooms reflect the 21st Century skills?" Now that awareness has been developed in our educators, our district's next steps are to develop model classrooms that reflect these skills each day in our instructional practices.

Goals: Continue to examine the development of 21st Century Skills in our classrooms each day through rigorous curriculum opportunities that embed these skills. Utilize the NC Teacher Evaluation Instrument as a tool to implement this change and to measure the degree of implementation within the classrooms. Professional development sessions will emphasize and include suggestions for developing 21st Century Skills.

Description: 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration. When a school builds on this foundation, combining the entire framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

Ideas for Strengthening:

- Continue professional development on 21st Century skills
- Research STEM and Problem-Based Learning to address 21st Century Learning Skills
- Apply for STEM grants to provide resources to our schools to implement STEM
- Provide opportunities and training to AIG specialists and classroom teachers with curriculum integration and interdisciplinary teaching
- Seek out opportunities to apply learning in real world contexts

- Include on classroom walkthrough tools a component for evidence of 21st Century Skills
- Keep abreast of new information and technology
- Provide opportunities for gifted students to explore career opportunities- Career Cruising
- Develop partnerships with industry and institutes of higher education

Planned Sources of Evidence:

- K-12 Technology Plan
- Project Lead the Way
- Golden Leaf Grant
- Race to the Top Initiatives
- Senior Graduation Project
- Multi-media showcase
- Participants at STEM Conference and 21st Century Skills Conference
- STEM Parent Nights
- Lego Education Grant
- Problem-based Learning

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: NC FALCON and the NC Teaching Standards have greatly increased the practice of formative assessment in our district. It is a district expectation for teachers to use formative assessment to make instructional decisions. The degree to which this is occurring to differentiate instruction is inconsistent from school to school. Self-assessment discussions and EVAAS data reveals inconsistent evidence that this is occurring consistently for our AIG students. The next step is to support our teachers with how to use the assessment data to make instructional decisions on how to best differentiate for their students. While we have made great strides in this area, our district is still inconsistent with this practice, especially with how we use data to meet the needs of our gifted students.

Goals: Ensure that all personnel are using a balanced assessment approach to include formative, diagnostic, and summative to inform instructional decisions which will include maintaining on-going data on advanced learners. Empower teachers through coaching and PLC conversations to use formative assessment data to make instructional decisions regarding differentiation.

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

- Administer pre-assessments to drive instructional decisions such as flexible grouping, acceleration, and student readiness.
- Monitor formative assessment data for advanced learners.

- Ensure PLCs/Data teams will conduct regular data conversations that will include the data of advanced learners
- Verify teacher's lesson plans reflect differentiated lessons for gifted students. The implementation of a differentiated checklist is utilized to document that differentiation is taking place.
- Provide information sessions to third and fourth grade teachers on how to use learning profiles from the CogAT to differentiate instruction.
- Implement the new Honors courses portfolio requirements.
- Credit by Mastery will be implemented in high schools following state guidelines.

Planned Sources of Evidence:

- Teacher formative assessment samples and data
- Student growth data
- Lesson plans
- Student portfolios
- PLC minutes
- Common assessments
- Differentiated Checklist (see appendix)
- Diagnostic assessments
- Use of flexible grouping
- High School Honors Course portfolios submitted to state for approval
- Credit by Demonstrated Mastery

Other Comments:

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Affective curriculum is not clearly developed for AIG students in our district. Stakeholder survey results indicate this is an area that is not being fully met with our program. More training, support, and resources are needed with this practice, as well as collaboration among counselors, classroom teachers, and AIG specialists to support the social and emotional needs of gifted students. While there may be some evidence going on in the schools, intentional efforts have not been made to address this practice by the AIG program during the past AIG Plan cycle.

Goals: The AIG Program will research and identify appropriate information concerning the social and emotional needs of gifted learners to provide future AIG professional development sessions. The AIG program will work with the schools to create curriculum and instructional practices that will support the social and emotional needs of AIG students. Collaborative efforts between the AIG department and student services must increase.

Description: The social and emotional needs of students must be met for positive adjustment,

personal well-being, and high achievement. Like other children, gifted students have a variety of social and emotional needs that sometimes require support and intervention. A continuum of approaches is necessary to meet these needs, and collaboration between parents, teachers, and guidance counselors is crucial. Training in this area is a requirement for AIG teachers and will be offered for all classroom teachers during the implementation cycle of this plan. The Plan for Gifted Education is intended to support all gifted learners and their unique emotional needs through a variety of instructional and counseling services. These include flexible grouping to provide access to peers with similar interests, ability, and drive; clustering to provide access to intellectual peers; an academic nurturing program; a range of program options; periodic needs assessments; counseling services for emotional support; counseling services for academic planning; counseling services for college and/or career guidance; and parent information sessions.

Ideas for Strengthening:

- Provide staff development for guidance counselors, regular classroom teachers, and AIG specialists on meeting the social and emotional needs of gifted students
- Align curriculum units with topics that address and are relevant to the social and emotional needs of gifted learners
- Address the social impacts within the curriculum
- Intentionally plan units of study that support the social and emotional development of AIG students
- Use multimedia to address student social and emotional needs
- Revise Middle and High School DEPs to include social and emotional components.

Planned Sources of Evidence:

- Professional development for guidance counselors, regular classroom teachers and AIG specialists on meeting the social and emotional needs of gifted students.
- Socio-Emotional Guidance and Counseling Services Components for Elementary, Middle and High School (see appendix)
- Differentiated Education Plans
- Lesson Plans

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Focus and effort has been made by the district to increase the nurturing program in each of our elementary schools. Nurturing is a district expectation for AIG specialists' schedule in grade 3 and K-2 as feasible. Davidson County Schools selected the PETS (Primary Education Thinking Skills) as one possible resource to pilot for our nurturing program. The implementation is still very inconsistent across the district. A few schools have made great strides with nurturing, but others did not implement their nurturing program until mid-year. More collaborative efforts are needed at the schools to fully implement a nurturing program at each school. The district feels nurturing is an essential practice to meet the needs of our under-represented populations and to cultivate and

develop the possible potential of young gifted students.

Goals: Expand the nurturing program in grades kindergarten through third with the addition of a thinking skills curriculum implemented in both whole class and small group settings. Increase the frequency services for gifted learners in the regular classroom through implementation of a collaboration and consultation model of instruction between the classroom teacher and AIG specialist. Provide regular classroom teachers in grades K-3 with Differentiation Kits containing high-level materials and lessons for use with advanced learners.

Description: The AIG Program of Davidson County Schools serves the needs of all high-performing, identified students in the school district. Using a variety of assessment tools, high-potential students are targeted and provided enrichment experiences. With the goal of developing the academic and intellectual abilities of students, the program seeks to nurture and develop potential in students from different socioeconomic and cultural backgrounds, including underserved students.

Students in the academic nurturing component of the AIG program will be supported in the following ways:

- The AIG teacher will provide direct and/or indirect services through collaborative teaching with the regular education teacher.
- K-3 students will receive whole-class and small group thinking skills instruction.
- Implement a streamlined process of nurturing in grades K-3 to ensure consistency across the district.
- Approximately one hour per week of nurturing should be scheduled at each school. Principals will determine when nurturing will be scheduled in instances where two AIG teachers serve a school.
- Students will be grouped flexibly with similar learners in reading and/or mathematics.
- Students will receive differentiated curriculum and instruction as needed.
- Teacher will use materials used from Primary Education Thinking Skills, Building Thinking Skills, resources from the Center for Gifted Education at The College of William and Mary, and Junior Great Books
- Provide other resources for classroom teachers to differentiate curriculum

Gifted Education Teams will be cognizant of factors that may impede students from performing to their fullest potential including:

- Limited English in the home
- Non-standard English in the home
- Transience
- Depressed economic circumstances
- Family history (i.e., educational levels of parents, occupational history, extended/non-traditional families)

Ideas for Strengthening:

- Provide additional training and resources to regular classroom teachers to use with developing the potential of advanced learners
- Research additional resources to be used with cultivating potential such as USTARS

Planned Sources of Evidence:

- Examples of differentiated lessons and resources
- Analysis of performance data on students served in nurturing groups
- Supplementary instructional resources - PETS (Primary Education Thinking Skills), USTARS Plus, Junior Great Books, and Building Thinking Skills
- Classroom observation data

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: For the past two years, the AIG program has hosted professional development sessions called Bring a Partner for AIG specialists to invite an elementary cluster teacher to attend as their collaborative partner. These collaborative sessions were designed as a means to ensure collaboration is taking place between AIG personnel and the regular classroom teacher. Inconsistent practices with collaboration across the district with AIG are currently occurring at the middle and high school levels. There has been more district-level collaboration regarding AIG K-12, but this could not be ensured at the school level at this current time. Professional learning communities discussions are rarely focused on AIG students. With our current EVAAS data, this is an area we feel will improve. AIG specialists indicate they are often not included in data talks at the school.

Goals: Consistent communication and collaboration across all grade levels that serve gifted students is needed in our district. Professional learning communities will be developed focused on differentiating instruction for AIG students to improve collaboration among all personnel.

Description: Academically and Intellectually Gifted Program personnel collaborate with other professionals in the district to integrate system-wide initiatives with the most current research in gifted education. All instructional programs in our district have similar goals for high achievement and each have some aspects in common. The AIG mission will be consistent with the overarching mission of Davidson County Schools.

Elementary:

Elementary AIG specialists will collaborate and consult with the core classroom teacher weekly to provide support with differentiation according to the student's Differentiated Education Plan (DEP). It is essential for specialists and classroom teachers to plan together weekly to develop differentiation strategies and multiple assessment tools to meet the needs of our gifted students that align with the standards. This may include curriculum compacting, integrated curriculum units, and acceleration of core content. (per AIG guidelines) The AIG specialist is not responsible for leaving lessons to be completed in the regular classroom. Assignments from the AIG specialist should count for no more than 10% of a student's grade.

Cluster teachers will be provided with training and resources on differentiation strategies for gifted learners. District-level support will be provided through scheduled "Bring a Partner" professional development sessions. (per AIG guidelines)

AIG specialists should attend all school-based professional development in addition to their district AIG professional development sessions (e.g., NC Falcon) to include AIG Specialists and cluster teachers.

Middle and High School:

Middle school teachers collaborate within their PLCs to develop and differentiated curriculum and instruction. High school teachers will be provided with opportunities for collaboration focusing on differentiated instruction.

Ideas for Strengthening:

- Develop a method for constant communication and collaboration among personnel to help meet the needs of differentiated students.
- Protect time for collaboration among personnel

Planned Sources of Evidence:

- Set time for dialogue and planning between AIG specialists and classroom teachers
- Data-driven discussions among all school personnel
- Notes and agendas from school and district meetings
- AIG Collaboration logs

Other Comments:

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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Focused Practice for 2013-2016.

Rationale: The Elementary DEP process has been a focus area of the AIG department for the past two years. The elementary DEP for grades 4-5 was revised two years ago to include a SMART goal for each student. Cluster teachers and AIG specialists develop the DEP plan collaboratively for gifted students in elementary. Middle school DEPs and accelerated paperwork process are in place, but forms need to be updated and reviewed. Middle school students are served through accelerated classes in English Language Arts and math. According to the self-assessment process and stakeholder surveys, the high school DEP process is not in place district-wide. High school students and parents are not involved in a DEP process each year. Service options for high school students include Honors or Advanced Placement Courses; however, no specific plan documents the match to student need.

Goals: Ensure that every AIG student in Davidson County Schools has a Differentiated Education Plan (DEP) that matches their need as a gifted learner. Review and revise each level's DEP to provide a document that is meaningful and reflects the NC AIG program standards. Differentiated Education Plans will be developed within the first two months of schools for all AIG students in grades 4-12 during the 2013-2014 school year. This will be verified using the AIG Headcount list by the district AIG Lead Teacher and school administrators with 100% compliance at each school. A new DEP implementation process in grades 9-12 will be implemented in 2013-14.

Description: Differentiated Education Plans are written each year to outline the learning needs of the student and how the school will provide a differentiated curriculum and instructional opportunities through service options. DEPs will be created as a collaborative effort between AIG specialists, classroom teachers, students, and parents. DEPs will be reviewed annually and options may change from year to year depending on the needs of the students.

Ideas for Strengthening:

- Develop a DEP for grades 9-12 that monitors the enrollment of high school AIG students in Honors and AP courses
- Require annual meetings with parents of all gifted students
- Monitor completion of DEPs
- Include AIG services in the Rtl framework

Planned Sources of Evidence:

- Student program files
- DEP guidelines
- Complete student DEPs
- Set time for dialogue and planning between AIG specialists and classroom teachers
- Data-driven discussions among all school personnel
- Notes and agendas from school and district meetings

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: District employs an AIG licensed lead teacher to support the AIG director with the AIG program for grades K-12.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: District directors of curriculum, district lead teachers, AIG specialists, and other designees serve a liaison role with staff, students, parents, and the community. The District AIG Lead Teacher works in collaboration with elementary, middle, and high school curriculum departments to implement the AIG program standards.

The following responsibilities will be completed by the District AIG Lead Teacher:

- Helps plan, develop, and coordinate the system's gifted education program
- Ensures the components of the Plan for Gifted Education are implemented
- Evaluates the effectiveness and appropriateness of services to gifted learners
- Coordinates professional development activities for teachers of gifted learners
- Interprets gifted education program goals and objectives to system personnel
- Meets regularly with AIG Specialists
- Helps develop and disseminate gifted education program information to parents
- Coordinates and facilitates the Gifted Program Advisory Council
- Serves as system liaison to NC Department of Public Instruction, including monitoring of state requirements, headcount data, and reporting procedures
- Assists with the financial management of the program
- Advocates for gifted students and gifted education

Planned Sources of Evidence:

- District AIG Lead Teacher job description
- District AIG Lead Teacher Employee Activity Form
- Professional development rosters and feedback

Other Comments:

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

This practice is a Maintained Practice for 2013-2016.

Rationale: All elementary AIG specialists have AIG licensure. Elementary AIG specialists strive to meet the needs of the gifted learners and are engaged in tasks every day to meet the needs of gifted learners at the schools they serve. Middle and high schools do not have AIG specialist support. While a portion of elementary, middle, and high school regular classroom teachers do however have AIG certification, the degree to which they would be engaged in these tasks is subjective. Survey results and self-assessment perceptions indicate social and emotional needs are not being addressed on a regular basis.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG teachers use a variety of materials and resources to meet the needs of the gifted students. Instruction is based on observations, learning inventories, and best practices for gifted students.

The role of the AIG Specialist

- Helps plan and develop the school program for gifted education
- Collaborates with and supports regular education teachers in implementation of the components of the Plan for Gifted Education in the school
- Collaborates with regular education teachers to develop Differentiated Education Plans for identified students
- Provides direct services to students when appropriate
- Chairs the school Gifted Education Team
- Maintains records related to the school gifted education program, including identification, testing, placement, annual reviews, and student headcount database
- Disseminates information about the gifted education program to school personnel, parents, and community members
- Communicates and provides follow-up to professional development opportunities as needed
- Advocates for gifted students and gifted education

Ideas for Strengthening:

- Include a focus on social and emotional needs of AIG students at professional development sessions
- Review the role and responsibilities of AIG specialists to ensure the inclusion of social and emotional needs
- Provide an AIG specialist position for middle and high school
- Maintain a daily calendar to document the days of service provided to each AIG student
- Monitor the days of service AIG students are provided by AIG Specialists

Planned Sources of Evidence:

- AIG team meetings throughout the year
- Professional learning communities
- Observations by administrators
- Professional staff development on current trends
- AIG Specialist schedules
- AIG Specialist days of service calendars

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: AIG Professional development plan needs to be more inclusive to these groups K-12. High school has not received specific training for AIG, except for opportunities to pursue AP certification and AP renewal. District currently does not have AIG professional development requirements for personnel working with AIG students who are non-certified AIG.

Goals: Ensure that all personnel involved in AIG programs and services receive professional development connected to gifted education to better understand the AIG program and their role in services. Continue to offer cohort group opportunities with higher education for teachers to obtain AIG licensure. AIG professional growth opportunities will be offered for teachers of AIG students and administrators in grades K-12 through AIG Cohort Certification and/or district in-service training during the 2013-14 school year with teacher participation across the district increasing from 30% to 80%.

Description: Davidson County School System continues to recruit and employ highly trained staff to provide instructional services to all students. DCS encourages teachers to obtain AIG certification and offers a tuition reimbursement program for teachers seeking add-on certification. In addition, all other personnel providing differentiated services to gifted learners will be given opportunities for additional training in gifted education. Davidson County Schools will continue to make a concerted effort to recruit and retain AIG certified teachers.

Ideas for Strengthening:

- Create a comprehensive, district K-12 AIG professional growth plan to outline professional development offerings and support.
- Develop district professional development requirements for teachers assigned gifted learners in grades 4-12
- Provide Cohort AIG licensure opportunities with an institution of higher education

Potential professional development topics:

- Bridging AP and AIG
- Socratic Seminars and the Common Core
- Research-based best practices in differentiation of curriculum and instruction
- Primary Education Thinking Skills (research-based K-3 curriculum focusing on thinking skills)
- Identification and nurturing of gifted students in underserved populations
- Characteristics of giftedness in a cultural context
- Social and emotional needs of gifted learners
- 21st Century Skills
- STEM/Problem-Based Learning

Planned Sources of Evidence:

- Professional development opportunities
- Professional development guidelines
- Documented professional development participation
- Documentation of contract with High Point University for AIG Licensure cohort
- List of Institutions of Higher Education that offer courses for AIG Licensure

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Maintained Practice for 2013-2016.

Rationale: Attempts are made to cluster AIG students with AIG certified teachers in elementary and middle school. The importance of clustering is reviewed each year with principals. All cluster teachers in elementary received some AIG professional development training in 2011-12 and 2012-13. Several groups of middle school accelerated teachers received AIG professional development in 2012-13. Cohort groups were formed with High Point University to support elementary and middle school teachers with obtaining AIG certification in 2011-12. High school AIG students are not tracked to ensure they are placed with AIG certified teachers. It is a district expectation for AP teachers to obtain AP certification. The district will place more emphasis on providing professional development to teachers in high school who teach gifted students, as well as providing training in gifted education to any teacher of AIG students who is not certified AIG.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: During the 2013-14 school year, the district will work on the following to continue to build our teachers in the area of gifted education:

- Provide partial or complete tuition reimbursement at the state university rate for teachers seeking AIG licensure.
- Participate in a cohort group at High Point University's for AIG add-on licensure program with tuition costs covered by district. This will provide a pool of AIG teachers for future AIG specialist positions

as well as equip classroom teachers with practices for meeting needs of AIG students in their classrooms.

- Require yearly staff development for a teacher of gifted students who does not have an AIG add-on license.

Planned Sources of Evidence: · District list of AIG licensed employees

- AIG student class assignments/class rosters
- List of participants in HPU add-on licensure cohort
- Documentation of participation in HPU AIG Licensure Cohort: signed contract between DCS and HPU, signed contract between cohort participants and DCS, signed memorandum of understanding between cohort participants and HPU
- Documented professional development participation

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Focused Practice for 2013-2016.

Rationale: AIG Professional development is aligned to the Common Core State Standards, NC Teacher Evaluation Instrument, and the AIG Program Standards; however, AIG professional development needs to be more comprehensive and inclusive to all grade spans. AIG specialists attend workshops provided by the LEA and at their schools. Based on our teacher stakeholder survey results, more emphasis needs to be placed on differentiation in our district.

Goals: Align AIG professional development offerings K-12 with other district initiatives such as formative assessment, 21st Century Skills, and Common Core, as well as other district initiatives. Incorporate strategies for advanced learners in district professional develop sessions and professional learning communities.

Description:

Ideas for Strengthening:

- Ensure collaboration between AIG department, elementary, middle, and high school curriculum departments with professional development sessions
- Develop AIG Professional Growth plan to provide AIG professional development offerings K-12 that will enhance the curriculum
- Conduct AIG staff development based on best practices throughout the year
- Require AIG teachers to attend LEA workshops provided by AIG department

Planned Sources of Evidence:

- Staff development agendas and rosters
- Participation in school and district staff development
- Attendance at NCAGT Conference
- District professional growth plans that reflect needs of gifted learners

- Personnel surveys
- High School Honors teachers portfolios
- Documentation of High School AP teachers College Board training

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Maintained Practice for 2013-2016.

Rationale: Professional development is aligned to the Common Core State Standards, NC Teacher Evaluation Instrument, but needs more emphasis in best practices of gifted education as outlined in the AIG Program Standards. AP teachers attend AP institutes provided by College Boards and the district strives to maintain AP trained teachers. Honors teachers will receive special training with differentiating the new standards to an advanced level according to Honors Portfolios guidelines and review process in the upcoming year. The district has been randomly selected to be in the first cohort for Honors Portfolio Implementation.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Davidson County Schools encourages professional development that leads to AIG certification. The system is encouraging teachers to enroll in area universities' online programs in AIG licensure. The district provides opportunities for teachers, administrators, and curriculum support staff to attend state and national conferences as feasible. Critical thinking and rigor are being emphasized in professional development sessions at all levels within the district.

Planned Sources of Evidence:

- Documented alignment with and use of National Association for Gifted Children/Council for Exceptional Children (NAGC/CEC) professional development standards Common Core State Standards and North Carolina Essential Standards
- North Carolina AIG Licensure Standards
- List of participants in HPU add-on licensure cohort
- Documentation of participation in HPU AIG Licensure Cohort: signed contract between DCS and HPU, signed contract between cohort participants and DCS, signed memorandum of understanding between cohort participants and HPU

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Schools are encouraged to include AIG specialists in collaborative conversations with classroom teachers on a regular basis. AIG specialists would like more time to meet as a PLC together. AP/Honors teachers would also benefit for more collaborative opportunities to meet as PLCs with other AP/Honors teachers from across the district. Input is needed from teachers and administrators to determine how these opportunities can be provided.

Goals: Provide more district opportunities for AIG specialists and other teachers to meet as PLCs to plan and implement their learning.

Description: AIG Specialists are provided with scheduled meetings throughout the school year. These meetings allow time for AIG program updates, sharing ideas for best practices, and to plan instruction for gifted learners. The AIG program also provided registration for each of the AIG Specialists to attend the NCAGT conference.

Ideas for Strengthening:

- Provide a time for gifted PLCs to meet regarding gifted service delivery within the schools and across the district
- Encourage schools to establish to a weekly time for collaboration with classroom teachers and AIG specialists
- Provide more time for AIG specialists from across the district to plan and collaborate as a PLC

Planned Sources of Evidence:

- Common planning time
- Professional development on best practices for gifted students
- PLC minutes regarding discussions on gifted students
- School Improvement Plans including AIG within their goals

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Maintained Practice for 2013-2016.

Rationale: The district AIG program has carefully reviewed the delivery of AIG Services across grade levels. AIG services are intentionally provided to AIG students from 4-8. AP and Honors classes are offered in high school, but students and teachers are not aware of which AIG students are enrolled in these courses. A process needs to be developed for high school students to have more direct support from the AIG Program. According to stakeholder surveys, social and emotional needs are not fully addressed in our program and services.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Our LEA provides a consultative model for kindergarten through third grade. Informal assessments will be used to identify students who are achieving above the level of their peers in language and math. They will be grouped for instruction within their classroom or within their grade level. The classroom teacher and the AIG teacher will collaborate for differentiated activities.

In the elementary school setting the pull-out approach is used for students who are identified as gifted in fourth and fifth grade. They are "pulled-out" of their regular classroom for the areas in which they are identified. In some school situations, the AIG program in collaboration with the school, may determine that a push-in approach may provide optimal delivery of AIG services. The school administrator together with the AIG specialist at each school decides on the appropriate schedule.

State guidelines indicate that an increasing amount of responsibility is now placed on the regular classroom teacher in differentiating for these students in the regular classroom. AIG students must be placed in classrooms with teachers who are willing and knowledgeable in how to differentiate in the regular classroom for advanced learners.

We will be "clustering" AIG students in classrooms to promote interaction with AIG peers. Listed below are the guidelines that should be used in the clustering of AIG students:

There should be a minimum of three AIG students per classroom. Attempt to have 20%-25% of a classroom composed of AIG students. A classroom should never equal or exceed 30% AIG students. For example, if there are 8 AIG students at a particular grade level and classes of 23, 4 AIG students would be placed in each of two classes causing those classes to be comprised of 17% AIG students. Another example is that if there are 7 AIG students at a particular grade level and classes of 23, 4 AIG students would be placed in one class and 3 in another in order to avoid exceeding the 30%

maximum.

Heavy or extremely low numbers of AIG students at certain grade levels may occur in some schools. When this occurs, it will be necessary to modify these guidelines. These modifications will be discussed with the Central Office on a case-by-case basis. It may be determined a "push-in" model is a more effective delivery of service.

Please note: These guidelines apply to elementary schools. Middle schools are currently "clustering" students based on advanced and accelerated courses and high schools "cluster" students through student selection of honors and AP courses.

Program Service Options

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

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

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

Cluster Grouping: This service option involves the assignment of groups of students having similar academic needs and abilities to a regular education, mixed ability classroom. A cluster is made up of four to eight AIG-identified students. Clustering as a placement option provides students with academic peers and allows the regular education teacher, with the ongoing collaboration of the AIG teacher, to differentiate curriculum and instruction for a group of identified students.

Content Acceleration: In this service option, students who need accelerated instruction in one or more content areas are placed in classes with older peers for part of the day. The student remains with his/her grade level class for most of the day.

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

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

decision for early admission.

Resource Classroom: This service option is available for identified students in grades four through five. The student may work with the AIG teacher on differentiated curriculum at regularly scheduled sessions or as needed. The assignments/activities completed in literacy and/or mathematics extends the regular course of study.

Interest Groups: This service option involves multiage, flexible groups for high-achieving students in grades kindergarten through three. Students work in the resource classroom with the AIG teacher on a thematic unit for a specific number of sessions. Topics change each nine-weeks grading period. Students do not have to be formally identified as AIG to participate.

Independent Study: An independent study service option exists for a small percentage of gifted learners in grades four through twelve who demonstrate an exceptional need for acceleration or enrichment. The student may participate in an individualized, independent study while continuing his/her regular class activities. The activity is directed by the AIG teacher in collaboration with the regular education teacher.

Online Courses: This service option is available to a student when the student has a need for academic acceleration that is not available in his/her school (or another school in the district, if appropriate) and whose needs for academic acceleration can be addressed through an online course.

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

Honors Courses: This service option is available to all DCS high school students. Honors courses adhere to specific state standards designed to provide rigorous curriculum, instruction, and assessment.

Credit by Demonstrated Mastery: Students who can demonstrate mastery of content based on a body of evidence can be rewarded credit for the course without being required to complete classroom instruction.

Advanced Placement (AP) Courses: This service option is available at the high school level for students ready for college level instruction. Our high schools offer AP courses in some content areas. These courses are first-year college courses offered in high school. Students may earn college credit if they score at the required level on the respective AP exam.

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

Planned Sources of Evidence:

- Checklist for students with AIG potential

- Differentiated Education Plans
- Class rosters and schedules
- Student identification profile matched to service options
- Extra-curricular activities school lists

Other Comments:

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: Our AIG Program provides instruction and delivery of service based on a student's area or areas of identification. The Davidson County Schools' AIG Program identifies students in reading and/or math. Our goals and resources are based on best practices for gifted students as outlined in the six North Carolina AIG Program Standards. The majority of AIG funding is directed to maintaining AIG personnel with the remainder being equitably divided among elementary, middle, and high school to support AIG students and services. This may include professional development, curriculum and instructional resources, screening and identification materials, and other resources to enhance the AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The delivery of service is based on the student's identification. Lessons are aligned with the North Carolina Standard Course of Study, best practices, LEA initiatives, and rigorous content. Davidson County offers a variety of service delivery options for elementary, middle and high school students. This is the matching of a student with appropriate service delivery options. This should be done using the criteria for placement specified for each option and the information collected about student needs. The information gathered in the identification process must match the placement option to meet the student's needs. If no appropriate service options are available to meet the student's needs, the school system will be responsible for designing an IDEP (an Individual Differentiated Education Plan).

Planned Sources of Evidence:

- Lesson plans
- Classroom observations
- Differentiated Education Plans (DEP)
- Individual Differentiation Education Plans (IDEP)
- Local AIG plan
- Self-Assessment Tool

Other Comments:

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG personnel collaborate with other professionals in the district to integrate system-wide initiatives with the most current research in gifted education. It is essential for the AIG program to connect and integrate the policies and practices of the LEA with AIG services to meet the needs of AIG students and to impact student growth.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All instructional programs in our district have similar goals for high achievement and each have some aspects in common. They fall under the overarching mission of our school system and our Davidson County Schools' Strategic Plan. Specific program initiatives which dovetail with our Plan for Gifted Education include, but are not limited to:

- Technology Plan
- AVID Program
- School Improvement Plans
- Instructional Guides for N.C. Standard Course of Study
- District philosophy for collaboration and differentiation
- Professional Development Initiatives

In elementary schools, AIG teachers consult with the regular classroom teachers to integrate the instructional programs. In middle schools, teams of teachers meet to coordinate instruction and in high schools, departments consult and collaborate on content and instruction. All curriculum areas align with the NCSCOS and incorporate best practices for gifted students.

Planned Sources of Evidence:

- Grade level meetings/ Team planning meetings/ Department meetings
- Professional Learning Communities
- Vertical Planning
- Data driven discussions
- District Instructional guides
- AIG student folders
- K-12 Service Options
- School Improvement Plans

Other Comments: Davidson County Service Delivery Models for Elementary, Middle and High Schools are included in the appendix.

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Davidson County needs for all school personnel to understand and implement regulations related to gifted education. Attempts are consistently being made through administrators' curriculum meetings, but according to the self-assessment and survey results all high school teachers and staff are not aware of the regulations of the AIG program standards or the specifics of the DCS AIG plan. Communication needs to be more consistent across the district regarding AIG.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All school personnel involved with AIG students need to understand and implement gifted regulations. Specifics about the AIG program are available through the AIG district website, AIG Program brochure, and the AIG Plan. Beginning in 2013, each school will receive copies of the AIG plan, AIG Program brochures, and AIG Guidebook and Procedures. The AIG Specialists or AIG contacts collaborate with administrators to stay informed regarding the gifted program. The role of the principal within the AIG program is critical with implementing the guidelines of the program.

The role of the Principal:

- Monitors and supports the components of the Plan for Gifted Education
- Monitors implementation of classroom Differentiated Education Plans (DEPs)
- Provides support for collaborative teaching models through common planning times for cluster teachers, AIG teachers, and other specialists
- Assigns AIG-identified students to classroom clusters
- Supports the work of the school Gifted Education Team
- Supports ongoing professional development to implement the gifted plan
- Evaluates performance of AIG teachers assigned to their school

Planned Sources of Evidence:

- Agendas and minutes from meetings held at the elementary, middle and high school levels
- Surveys to all stakeholders
- District and school websites
- AIG Program brochure
- AIG Guidebook and Procedures

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG program has made initial efforts to improve communication with the schools regarding AIG services. AIG program communication is an area in need of improvement at the middle and high school level. Communication within the school and among the schools is also key with transition from fifth to sixth grade and then eighth to ninth grade for our AIG students.

Goals: Increase communication between stakeholders concerning issues relating to AIG services at all grade levels. Develop specific guidelines for transitioning students from fifth grade to eighth grade and then from eighth grade to ninth grade.

Description: Scheduled meetings for regular classroom teachers, AIG specialists, guidance counselors, and administrators to discuss gifted students and the AIG program.

Plan meeting times for AIG teachers to discuss students going from elementary schools to middle schools and middle schools to high schools. Allow for student opportunities to increase awareness and understanding of expectations and services available at the middle school/high school level.

Ideas for Strengthening:

- Develop transition plan for eighth to ninth grade for AIG student program files and DEP process
- Conduct parent meetings at key transition years
- Provide yearly notification of services to teachers and schools
- Gifted Education Teams at each school

Planned Sources of Evidence:

- Agendas and minutes from school AIG meetings
- Student and parent communication meetings at key transition years
- AIG Student Transition Guidelines

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: Elementary AIG specialists meet annually with parents to discuss services, and regularly discuss with other instructional staff and administrators the AIG program. It is an expectation of the AIG program for AIG specialists to collaborate regularly with classroom teachers and parents/families.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Davidson County Schools offers an array of programs and services with equitable and fair access to all students throughout the county without regard to ethnic group, socio-economic status, gender or learning differences. We are actively involving parents and other community members in an effort to enrich and extend the learning opportunities of advanced learners and to increase public awareness of learning characteristics and best practices in gifted education.

- Professional Learning Communities
- Response to Intervention Model with AIG Students
- Dialogue with administrators, teachers, counselors, and parents
- Gifted Identification Team meetings
- Student-led Conferences

Planned Sources of Evidence:

- Agendas and minutes from AIG meetings
- Surveys from all stakeholders
- DEP's
- Collaboration documentation logs
- District and school websites

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: The 2010-13 AIG Plan for our district outlined Socio-Emotional Guidance and Counseling Components for each grade span. No specific plan or procedures for implementing these components are in place with school counselors in order to meet the social and emotional needs of gifted students. The results of the self-assessment indicate these needs are addressed on a limited basis. Evidence does indicate that many school counselors are involved with the AIG identification process at the middle school level, that the elementary DEP contains a component for counseling, and that social and emotional resources were provided to each elementary school through GPAC. The Plan for Gifted Education is intended to support all gifted learners and their unique emotional needs through a variety of instructional and counseling services.

Goals: Training on the social and emotional needs of AIG students is a requirement for AIG specialists and will be offered for all classroom teachers during the implementation cycle of this plan. The AIG program must make an intentional effort to meet the social and emotional needs of AIG students. Collaboration and communication must be established between the AIG program and Student Services (guidance counselors).

Description: The social and emotional needs of students must be met for positive adjustment, personal well-being, and high achievement. Like other children, gifted students have a variety of social and emotional needs that sometimes require support and intervention. A continuum of approaches is necessary to meet these needs, and collaboration between parents, teachers, and guidance counselors is crucial.

Ideas for Strengthening:

- Provide professional development on social and emotional needs of gifted learners for counselors and teachers.
- Include counselors in the Gifted Parental Advisory Council
- Ensure that counselors are included on the school Gifted Education Teams
- Collaboration with counselors when developing DEPs

Potential instructional and counseling services:

- Flexible grouping to provide access to peers with similar interests, ability, and drive; clustering to provide access to intellectual peers
- An academic nurturing program
- A range of program options
- Periodic needs assessments
- Counseling services for emotional support
- Counseling services for academic planning
- Counseling services for college and/or career guidance
- Parent information sessions

The role of the Guidance Counselor

- Provides counseling for students in need of social and/or emotional support
- Provides guidance to students and parents for coursework that is appropriately rigorous and supportive of students' long range goals
- Assists rising ninth grade students in completion of High School Differentiated Education Plans (attached to Four-Year plans)
- Assists with scheduling of dually enrolled students
- Serves on school Gifted Identification Team
- Notifies AIG teacher of new or transferring students who may need gifted education services

Planned Sources of Evidence:

- Professional development opportunities
- Surveys with parents, guidance counselors, teachers and students
- Socio-Emotional Guidance options in Elementary, Middle and High School are in appendix.

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: During the self-assessment, guidelines for whole grade acceleration were reviewed. The procedures which are currently in place are not clearly defined. It was determined more specific guidelines be outlined in our plan. Our acceleration guidelines require a student to be performing 4 to 5 years above grade level. It is rare for a student to be accelerated a whole grade in our district due to this guideline. Subject acceleration is a more common practice in our district, and this practice is occurring in middle school with students accelerated to more advanced math classes. High schools provide multiple opportunities for advanced coursework. Our district will also develop guidelines in accordance with the state for Credit by Demonstrated Mastery starting in 2013-14.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG program will continue to work with the schools to expand acceleration and placement options for gifted students. The district will outline specific procedures for subject acceleration and whole grade acceleration.

Ideas of Strengthening:

- Continued use of Iowa Acceleration Scale in elementary schools
- Training for AIG specialists with the IOWA Acceleration Scale
- Flexible grouping across grade levels and disciplines
- Utilize UNCG –iSchool and North Carolina Virtual Public School
- Assist students with applying for opportunities at the North Carolina School of Science and Math
- Continue to provide dual enrollment opportunities
- Implement Credit by Demonstrated Mastery
- Review whole grade acceleration procedures

Planned Sources of Evidence:

- Whole Grade and Subject Acceleration Guidelines (see appendix)
- Credit by Mastery Implementation
- Gifted Education Team minutes and agendas from related meetings

Other Comments:

Practice I

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale: Currently, our AIG program is not serving any ELL students. There are very few culturally/ethnically diverse students in our program. Due to the sensitivity and confidentiality of economically disadvantaged students, it is hard to gather data on this population of students. AIG headcount totals are lower at our Title I schools and their corresponding feeder pattern middle and high schools when compared to our non-Title I schools. Discussions with middle and high school curriculum departments indicate there is no evidence of intentional efforts to guarantee AIG services are provided to these groups. Our current placement criterion does not distinguish if a student is highly gifted. Communication has been established between the AIG department and the ELL department to discuss improving screening and identification processes for under-represented populations, as well as nurturing.

Goals: Davidson County Schools AIG program must ensure programming is responsive to all populations. Program data should be monitored annually for representation of diverse groups.

Description: The Davidson County Schools' AIG Program provides services to any K-12 student who shows the need for academic differentiation.

Ideas for Strengthening:

- Research proven strategies to address the needs of under-represented populations
- Gather data in middle and high school of diverse students' enrollment in advanced coursework
- Expand the nurturing program in K-3
- Support the consistent use of differentiation and increase the frequency of services provided for gifted learners in the regular classroom through implementation of a collaboration and consultation model of instruction.
- Provide regular classroom teachers with Differentiation Kits containing high-level materials and lessons for use with advanced learners.
- Administer aptitude testing in Spanish, as needed.
- Monitor course registration at the high school level to ensure that students enroll in appropriately rigorous courses.
- Provide a uniform course registration guide at the high school level to eliminate possible barriers and encourage students to register in courses offering the highest academic challenge to their abilities
- Conduct research-based staff development on serving the under-represented populations
- Distribute nurturing resources for teachers to use in classrooms
- Provide opportunities for enrichment activities

Planned Sources of Evidence:

- Data relating to under-served populations
- Nurturing documentation
- WIDA Standards (ELL)

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Stakeholder survey data reflects that parents and students feel they receive little to no communication about extracurricular activities to develop their needs as AIG students. While many opportunities are provided in middle and high schools, AIG parents' and students' responses indicate they would like to receive more opportunities. Elementary students have a limited amount of extra-curricular programs offered. This service option takes various forms depending on the availability at each school. These services are not solely for AIG-identified learners. Extra-Curricular opportunities may include academic competitions, academic clubs, visual and performing arts clubs, journalism opportunities (newspaper, yearbook), writing contests, STEM clubs, science fairs, Duke University Talent Search Program for 4th-6th grades, Duke University Talent Identification Program for 7th-12th grades (TIP) and Governor's School nominations for eleventh graders.

Goals: Explore additional extracurricular programs to implement in our district to motivate and interest the gifted student population. District AIG communication to the schools, community, and homes will increase over the next three years, 2013-16, by frequency from yearly to monthly updates on the AIG website, parent list serve, and informational updates to all schools. These endeavors will yield a 30% increase in AIG District website hits each year and stakeholder survey participation.

Description: Ideas for Strengthening:

- Post information on the AIG website for parents about extra-curricular programs
- Create parent list serve to provide information about extra-curricular opportunities
- Enlist the assistance of parents and members of the community to be sponsors of events outside of the school day
- Seek out extra curricular programs for all age groups that align with program service options
- Provide Governor's School Essay Seminars

Planned Sources of Evidence:

- DEPs
- Duke TIP participation and recognition
- Governor's School acceptance

Other Comments:

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: The success of the gifted education program requires involvement, support, and a continuing dialogue with school personnel, parents, students, and the general community. Effective communication is crucial to the implementation and monitoring of the plan. AIG teachers partner and communicate with the parents and families of identified students in order to meet the needs and provide appropriate services. Our LEA needs to increase the community partnerships in order to meet specific needs of students. Recent stakeholder surveys indicate communication is an area in need of improvement, especially in middle and high school. Attempts have been made within the past three years to improve communication with AIG parents and families. Active participation from parents/families and the community needs to be encouraged.

Goals: The Gifted Program Advisory Council and curriculum departments from each grade span will participate in planning and making suggestions to improve program services. Efforts will be made to include more school administrators, parents, and educators in implementing the AIG plan. Parents and community will receive regular communication from the AIG program.

Description: Ideas for Strengthening:

- Sponsor meetings to inform parents and community of relevant AIG issues and policies
- Written communication with high school AIG parents to ensure they know their child is still identified as AIG
- Develop parent brochures for elementary, middle, and high
- Continue yearly stakeholder surveys
- Conduct Gifted Program Advisory Council quarterly meetings
- Increase information provided on the district AIG website and AIG specialists websites for parents and families

Planned Sources of Evidence:

- AIG District Website
- AIG Specialists' websites
- Parent brochures
- AIG parent nights
- Gifted Program Advisory Council minutes

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Davidson County Schools' AIG program values the importance of maintaining transparency with parents and the community regarding the AIG program, local plan, and related policies. The DCS AIG plan has been posted on AIG District Website for the past three years. All policies and procedures have been reviewed by the Davidson County Board of Education prior to posting. Parent brochures are given to elementary AIG parents each year and posted on the district website. The AIG program will examine ways to ensure every stakeholder is informed about new program information.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Our district website has a link to an AIG section with state and local policies and information. All grade levels will meet with identified students' parents to sign an annual Differentiated Education Plan and a Parent/Student Agreement form. Elementary AIG Specialists meet with all newly identified students' parents to disseminate information about the AIG program and to sign all necessary documentation. Designated AIG contacts at middle and high school levels will work with teachers and counselors to ensure AIG parents and families receive an annual review of DEP and other AIG program information. The district AIG program will develop an email list-serve to communicate program information and updates to AIG parents.

Planned Sources of Evidence:

- District, school and teacher websites
- Advisory Board minutes
- Annual DEP meetings, Individual Parent conferences
- Informational brochures
- AIG email list serve

Other Comments: The AIG Plan is available online through the DCS website.

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Davidson County Schools' AIG Program values the involvement and perspective of all stakeholders, including students, parents, and community. The Gifted Program Advisory Council,

AIG stakeholder surveys, and the AIG self-assessment tool have all been used as measures to involve stakeholders in the Davidson County Schools' AIG plan. Equal representation from elementary, middle, and high school was a goal of the AIG program in order to provide a more comprehensive program and to gain perspective from all levels. The feedback provided from stakeholders provided the basis from making necessary plan revisions for the 2013-16 plan cycle.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Gifted Program Advisory Council is comprised of classroom teachers, AIG specialists, parents, students, a board of education member, administrators, and district curriculum personnel from all grade spans. Continued efforts need to be made to ensure that under-served populations are represented on the Gifted Program Advisory Council from every feeder pattern.

Annual stakeholder surveys will be administered to AIG students, parents, teachers, and administrators at each grade span. The results of these surveys will be used monitor the implementation of the plan, as well as determining needs of the program.

Planned Sources of Evidence:

- Stakeholder Survey Results (see appendix)
- Gifted Program Advisory Council minutes and agendas
- Middle and high school AIG focus group meetings

Other Comments: A future consideration for increasing AIG parent/family involvement with implementing and monitoring the AIG plan may be to create an AIG Advisory Council at each of the schools.

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: On-going communication with parents and families is essential in maintaining an effective AIG program. Stakeholder survey data from parents and students indicated our AIG program does not provide enough on-going communication. Currently, we have 940 students in our district who hear another language in their homes. Efforts must be made to communicate with parents in their native language. Native language communication is only occurring with major program memos; for example, the CogAT parent letter to all third grade parents was translated into Spanish. More AIG forms and program information needs to be translated into Spanish.

Goals: Increase communication relating to AIG opportunities and services with all parents. District AIG communication to the schools, community, and homes will increase over the next three years, 2013-16, by frequency from yearly to monthly updates on the AIG website, parent list serve, and informational updates to all schools. These endeavors will yield an increase of 30% in AIG District website hits each year and stakeholder survey participation. The program will provide more information about AIG opportunities in Spanish.

Description: The key to the effectiveness of any program is communication; therefore, providing information to all personnel, parents, and community is one of the priorities of the Davidson County AIG plan. Information to parents and the community regarding the program is shared in the following ways:

- Awareness and information sessions for all administrators and regular education teachers
- Meetings at each school to make parent and community members aware of the changes and inform them of plan specifics
- A copy of the plan on file at each school and online for review by any interested party
- Meetings with parents of AIG students to discuss the AIG plan and their child's DEP
- A brochure for parents explaining the program highlights and procedures available on AIG website and distributed to parents of identified students
- Ongoing information, program successes and challenges shared at Gifted Leadership Team meetings
- All information shared to parents in their native language either through written means or a translator
- Utilize email as a communication mode for parents

Ideas for Strengthening:

- Translate AIG parent brochures into Spanish
- Include more information on AIG district website for parents
- Create AIG parent list serve

Planned Sources of Evidence:

- Counter on District AIG website
- Results of stakeholder survey
- Use of translators during verbal communication
- Forms written in their native language

Other Comments:

Practice E

Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Focused Practice for 2013-2016.

Rationale: We must strengthen partnerships with community stakeholders to support and enhance the AIG program. This should include working with local businesses and industry, as well as local institutions of higher learning. Davidson County Schools recently worked with High Point University through a cohort group for AIG Certification. From this cohort partnership, High Point University professors have continued to partner with our district and schools. Partnerships with Wake Forest University are also being explored to develop STEM programs at several of our schools. Our community and local industry needs to be informed of opportunities to support the Davidson County

AIG program.

Goals: Increase involvement of area businesses, local institutions of higher education, as well as parents and families.

Description: Davidson County needs to inform community stakeholders of the opportunities to support the gifted program. Partnerships within the community need to be formed to provide support for the AIG program and gifted students. We also need to give parents the opportunity to assist in "after-school" programs specifically for gifted students. The AIG program will seek more opportunities to develop partnerships with industry and higher education.

Examples include: High Point University cohort group, Early College, initial attempts are being made with STEM, Davidson County Education Foundation, Duke TIP. More partnerships are needed with industry and directly for AIG students.

Ideas for Strengthening:

- Develop Cohort partnerships with institutions of higher education to enhance the AIG program
- Investigate possible increased course offerings through higher institutions
- Partner with professional organizations involved with gifted education to provide professional development opportunities

Planned Sources of Evidence:

- Partnerships with local colleges and businesses
- Cohort group with institutions of higher education
- Governor's School
- Duke TIP
- Davidson County Early College High School
- Davidson Education Foundation - Leadership Academy
- Online courses
- Dual Enrollments

Other Comments:

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: Davidson County Schools develops and maintains an AIG plan, which is approved by the Board of Education. The AIG plan identifies and establishes the procedures and services our district will provide for gifted education K-12, as mandated by Article 9B.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Plan is based on The North Carolina Academically or Intellectually Gifted Program Standards. The 2013-2016 Davidson County Schools AIG Plan was developed through a self-assessment process involving multiple stakeholders. Davidson County has identified through this process twenty-two practices to designate as Focused Practices and twenty-six practices designated as Maintained Practices for the 2013-16 AIG plan cycle. A strategic plan will be developed to outline which focus practices will be targeted each year.

Planned Sources of Evidence:

- Documentation of Board Approval
- Board Agenda
- Review by DPI
- AIG Strategic Plan for 2013-14 (see appendix)
- AIG plan published on website
- Hard copies made available to every school board member, principal, AIG specialist or contact person, Gifted Program Advisory Council member
- Gifted Program Advisory Council, Meeting Minutes

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Self-Assessment stakeholder groups, including the Gifted Program Advisory Council, feel

the monitoring of the actual implementation of the plan is an area of weakness. The district must ensure practices are being implemented consistently at the school level.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Assistant Superintendent of Curriculum and Instruction supervises instructional programs. The Director of Elementary Education, Title I, and AIG, the Director of Middle School Education, and the Director of Student Services will monitor program services and plan implementation through collaboration and dialogue with the AIG Lead Teacher, administrators, AIG specialists, cluster teachers, accelerated teachers, and teachers of Honors and Advanced Placement courses. District leadership will work together to ensure that all personnel who teach gifted students are in compliance with local and state guidelines.

Planned Sources of Evidence:

- Regularly scheduled discussions between the Director of Elementary Education, Director of Middle School, and the Director of Student Services, including de-briefing opportunities with district lead teachers
- School visits
- Classroom observations
- Annual Audit of AIG Students' Records
- Disaggregation of EOG and EOC data

Other Comments:

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG funding has been more equitably distributed among elementary, middle, and high over the past three years. Continued attempts are made to ensure the funding is directly benefiting AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: In North Carolina, the number of Gifted Education students funded by the state is currently at 4% of each school system's Average Daily Membership (ADM). Currently, this number does not reflect the total number of eligible students served.

Davidson County is currently serving 1398 AIG students, (based on 4/1/12 Headcount). For the 2010-2011 school year, the amount allocated was \$969,864, the amount allocated for 2011-2012 was \$989,737 and the amount for 2012-13 was 987,709 and \$2,500 local. For the 2013-14 school year, the state projected allocation is \$988,786 and the local allotment is \$5.700.

Seventy percent of the total state budget is for personnel. The remaining thirty percent is for supplies, printing, materials, equipment, testing, and workshop expenses which is divided among elementary, middle, and high school.

This money is a state allocation for Academically/Intellectually Gifted services. Distribution of AIG funds is determined through collaborative decision-making within the LEA. The Director of Elementary Education, Director of Middle Schools, Director of Student Services, district lead teachers, and Assistant Superintendent for Curriculum and Instruction determine needs based on feedback from building administrators, teachers, and the student/parent community.

Local funds are typically used to support the AP program. AIG received \$15,000.00 in local monies for the 2009-2010 fiscal year. \$15,000 was allocated from local monies for AIG in 2010-2011. For 2011-2012, the allocation for AIG from the local budget was \$17,000.

Planned Sources of Evidence:

- State 34 Budget Accounting Ledgers of Expenditures
- Annual budget statement
- Receipts/invoices for materials and curriculum products

Other Comments:

Practice D

Maintains, analyzes, and shares student performance growth and annual drop-out data for AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: EVAAS data has made a tremendous impact in our district with analyzing student performance growth, especially with advanced learners. Annual drop data has not been compiled for AIG students in the 2010-2013 AIG plan cycle. More data needs to be compiled to track AIG student enrollment and achievement in high school courses.

Goals: Continue to disseminate and discuss data for all students in the area of their identification. Compile high school drop-out data for AIG students. DEPs need a component for supporting students who are not making adequate progress.

Description: Data on AIG students needs to be analyzed and this information should be shared with classroom teachers and administrators. We need to continue to work with counselors in middle and high schools to make contact with students who are not showing adequate progress. There is a strong need to analyze data on high school dropouts to determine if any of these students are identified as AIG.

Ideas for Strengthening:

- Discuss AIG student data regularly to guide practices and to improve AIG services

- Gather, analyze and share AIG student EVAAS data and achievement data, including EOG, EOC, SAT, ACT, AP exams, and other qualitative data
- Obtain access to high-school drop-out data to determine if AIG students are represented

Planned Sources of Evidence:

- EVAAS reports
- Disaggregation of EOG and EOC data
- Dropout data
- List of interventions and documentation of interventions

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: District has recently begun to monitor portions of the county where students are not represented in the AIG program.

ESL/LEP lead teacher assists in gathering data. Awareness has been made that our program does not represent the demographics of our economically disadvantaged students or ELL population.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Compiling data on percentages of AIG identified and LEA students by ethnicity led us to specifically address the needs of underserved populations in our 2010-13. We will continue to monitor the representation of under-represented populations in our 2013-16 AIG Plan. Eighty-seven percent of the students in Davidson County Schools are Caucasian, as are 93% of the AIG-identified students. Asian students comprise 1.16% of the LEA student population, while 1.4% of the AIG population is Asian. The Black population in the district is 3.2%, while 1.1% of AIG population is Black. The LEA membership percentage for Hispanics is 6.6%, while 2.9% of the AIG population is Hispanic. The percentage of American Indians enrolled in the district is .34%, while the AIG percentage is 0.20%. The Hawaiian-Pacific population in the district is .05% and the AIG population for Hawaiian-Pacific is 0.10%. Finally, in the multi-racial category, the LEA membership percentage is 1.7%, while the AIG percentage is 1.3%.

To monitor the percentage of economically disadvantaged students represented in our AIG population, our district has begun to gather data on the number of students identified AIG at our Title I Elementary Schools as compared to our non-Title I schools. In our district we have 18 elementary schools, 12 which are Title I schools and 6 that are non-Title I. Only 46 % of our AIG elementary students are from Title I schools, even though we have double the amount of Title I schools than non-Title I in our district.

Planned Sources of Evidence:

- Individual needs assessment
- Alternative assessments
- Benchmark Data
- EVAAS data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: District maintains list of certified AIG teachers. Credential requirements are not mandated for all teachers serving AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Department of Human Resources maintains a list of teachers who AIG add-on licensure. The AIG department, Elementary Director, Middle School Director, and Director of Student Services receive a list of AIG Licensed Personnel from Human Resources. It is the responsibility of the directors to ensure that all teachers paid from Budget Code 34 hold an AIG license. It is also the responsibility of the directors to share with the school's administrator the teachers' names in their building who have the credentials to teach gifted students.

Planned Sources of Evidence:

- List of AIG Certified teachers
- Class rosters

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: Gifted Program Advisory Council has met regularly since 2010-11. The council was revised this year to represent elementary, middle, and high.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Gifted Program Advisory Council is comprised of parents, students, teachers, AIG specialists, administrators, and curriculum personnel from elementary, middle, and high. The council meets three to four times a year to serve as an advisory body for the district on issues related to gifted services and programming.

Ideas for strengthening:

- Ask for volunteers from families of diverse backgrounds to serve on the team
- Recruit members from institutes of higher education and the business industry
- Include guidance counselors on the Gifted Program Advisory Council

Planned Sources of Evidence:

- List from administrators of potential parents to serve on Gifted Program Advisory Council
- Invitation to serve on Gifted Program Advisory Council
- Gifted Program Advisory agendas and meeting minutes
- Attendance roster from meetings

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Stakeholders will be surveyed annually through on-line surveys to elicit feedback on the quality and effectiveness of our AIG program. The surveys will be analyzed and summarized in a survey analysis report which will be shared on the AIG district website.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Stakeholder surveys were implemented in 2012-13 in middle and high school. Middle and high school students, parents, and teachers were included in the survey. Stakeholders received a postcard with a QR code link to access the surveys through our district website. Elementary surveys were distributed in the spring of 2012.

Ideas for strengthening:

- Develop a school administrators' stakeholder survey
- Strengthen the survey questions to address more of the AIG program standards
- Encourage schools to provide more opportunities for middle and high school students to complete the surveys

Planned Sources of Evidence:

- AIG Stakeholder Surveys Summary Analysis Report
- AIG Stakeholder Surveys
- Elementary AIG focus group that includes a variety of stakeholders
- Middle School AIG focus group that includes a variety of stakeholders
- High School AIG focus group that includes a variety of stakeholders
- AIG district personnel attend Superintendent's SWAP meetings with community

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: Stakeholder surveys, EVAAS data, Self-Assessment Tool, and input from elementary, middle, and high was gathered to review the 2010-2013 AIG plan. Interim report was submitted in 2011-12.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Gifted Leadership Team is comprised of the Assistant Superintendent, Director of Elementary Education, Title I, and AIG, Director of Middle School Education, Director of Student Services, district lead teachers, administrators, teachers and parents. The team meets throughout the year to review and revise the AIG program. The revisions reflect various sources and data.

Planned Sources of Evidence:

- Gifted Leadership Team agenda and minutes
- Annual review document
- Self-assessment Results

Other Comments: DCS will administer annual surveys of all stakeholders to review the AIG program for areas of strengths and areas in need of improvement.

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Stakeholder survey results will be posted to AIG district website. Minutes of GPAC meetings are posted on AIG website.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The success of the gifted education program requires involvement, support, and a continuing dialogue with school personnel, parents, students, and the general community. Effective communication is crucial to the implementation and monitoring of the plan. Therefore, Davidson County Schools will employ various strategies to allow for disseminating of evaluation information.

Planned Sources of Evidence:

- Provide public access to the results of our annual review of the AIG Program
- Disseminate student data in a way that the public would have access without invading privacy
- Maintain a system-wide AIG web page containing information about the program and opportunities for students.
- Each AIG teacher is encouraged to maintain a web page linked to his/her school's web site

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG student rights are not being protected consistently throughout 12th grade. High school AIG students need an AIG advocate to ensure program services.

Goals: This section does not need to be completed based on the chosen category of the practice.

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

Procedures to Resolve Disagreements Regarding Gifted Procedure Options

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

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

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

2. If the meeting does not resolve the disagreement, the parent/guardian may request a meeting in writing with the Gifted Education Team. The parent/guardian should present written information regarding the concern(s).
3. If no resolution is reached at the school level, the parent/guardian may request in writing an appeal to the District Gifted Education Team.
4. If no resolution is reached at the District Gifted Education Team, the parent/guardian may request in writing an appeal to the Assistant Superintendent of Curriculum.
5. If an agreement is not reached, the parent/guardian may appeal in writing to the Davidson County Schools Superintendent.
6. Once all efforts in the system have been exhausted, the parent/guardian may seek mediation or file a petition for a hearing under Article 3 of Chapter 150B of the NC General Statutes. The decision of the administrative law judge is final. Attorney's fees are not available to parents in the event they prevail.

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

Planned Sources of Evidence:

- Parent/Student Rights in Identification Placement and Services Form
- Procedures to Resolve Disagreements of Gifted Procedures Options

Other Comments: • Parent/Student Rights Form in appendix

- Procedures to Resolve Disagreements of Gifted Procedures Options in appendix

Glossary (optional):

Acceleration: A flexible pacing strategy which places students at an appropriate instructional level regardless of age.

Advanced Computer Technology: Students have instruction on computers and the use of advanced computer technology.

Cluster Grouping: Groups of advanced students are assigned administratively to the same regular heterogeneous classes on grade to facilitate instruction in their areas of need.

Curriculum Compacting: Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level.

Differentiated Instruction: Modifying instructional strategies, complexity, and activities to match the learning needs of the student.

Distance Learning Centers: Tele-course instruction at the base school or at a central facility

Flexible Grouping; Grouping Patterns may include:

- **Ability/Skill Level:** Students are grouped for instruction based on their ability or level of skill.
 - **Cross-Class:** Periodically students will be grouped across classes within grade levels for enrichment of skills in a given unit.
 - **Cross-Grade:** Individual students may be grouped with older students for instruction.
 - **In-Class:** Students are grouped and/or regrouped for instruction differentiation within a classroom.
- Interest:** Students are grouped based upon their interests.
- **Intra-and Inter-Grade:** Students are grouped between classes but within their grade level or across grade levels.
 - **Multi-age:** Students are grouped with other students without regard for age or grade level.
 - **Subject Grouping:** Students are grouped for instruction based upon need in a specific subject area.

Higher Level Thinking Skills: Activities that promote thinking levels such as application, analysis, evaluation, and synthesis.

Honors Courses: Courses with weighted GPA

Independent Study: Students take independent investigation to the next step by creating a real life product and becoming an "expert". (Research, etc.)

Independent Curriculum: Instruction with teachers of two or more subject areas.

Internship: Working with professionals in the field gaining real life experience.

Learning Contracts: Individual or group agreements, between teacher and student, outlining content to be learned, options for the learner, and the time frame for completion.

Mastery Learning: Teacher designed units that have enrichment and activities that students might pursue once they have demonstrated content mastery.

Mentorship: Student, with the support of an "expert", is involved in investigative activities, inquires and production in which the learner attempts to think, feel, and act like a practicing professional.

Problem-Based Learning: Enrichment and extension units that focus on a problem. They involve research skills, group dynamics, problem solving, and Professional Learning Communities.

Seminars: Increased understanding of ideas by means of Socratic questioning, using active participation in group discussion in order to generate, articulate, justify, and clarify the student's own ideas.

Service Learning Programs: Teaching and learning method connecting meaningful community service experience with academic learning, growth, and civic responsibility.

Telecommunication: Computer-based instruction to enrich the curriculum and to remediate. Global networks provide programs, services, and thinking.

Appendix (optional):

AIG 6-8 Testing Procedures .pdf (*Appendix - Standard 1*)

AIG K-5 Testing Procedures .pdf (*Appendix - Standard 1*)

DEP_Grade 4-5 Directions.pdf (*Appendix - Standard 1*)

Grades 6-8 Referral Form.pdf (*Appendix - Standard 1*)

Placement Criteria Grade 9-12-1.pdf (*Appendix - Standard 1*)

Service Option Match-3.pdf (*Appendix - Standard 1*)

High School DEP_Draft.pdf (*Appendix - Standard 1:2*)

DEP Grade K-3.pdf (*Appendix - Standard 1:2*)

DEP Grades 6-8.pdf (*Appendix - Standard 1:2*)

DEP_Glossary_of_Terms.pdf (*Appendix - Standard 1:2*)

DEP_Grade 4-5 2011-2012_ext.pdf (*Appendix - Standard 1:2*)

Differentiation_Checklist.pdf (*Appendix - Standard 1:2*)

Service Delivery Model Elementary-1.pdf (*Appendix - Standard 1:2:4*)

Service Delivery Model Middle School.pdf (*Appendix - Standard 1:2:4*)

Placement Criteria Grade Kindergarten-Grade 3.pdf (*Appendix - Standard 1:4*)

Procedures_for_the_Gifted_Education_Team-2.pdf (*Appendix - Standard 1:4*)

Request for Additional Information for Nomination.pdf (*Appendix - Standard 1:4*)

State_Standards_for_Early_Admission_to_Kindergarten-2-1.pdf (*Appendix - Standard 1:4*)

AIG K-5 Placement Criteria- For Eligibility and NonEligibility Letters.pdf (*Appendix - Standard 1:6*)

AIG parent student rights.pdf (*Appendix - Standard 1:6*)

Parent Grievance Form.pdf (*Appendix - Standard 1:6*)

Procedures for Transfer Students.pdf (*Appendix - Standard 1:6*)

Procedures to Resolve Disagreement.pdf (*Appendix - Standard 1:6*)

AIG Professional Growth Plan.pdf (*Appendix - Standard 2:3*)

AIG Service Guidelines.pdf (*Appendix - Standard 2:4*)

8/7/2013

Service Delivery Model High School.pdf (*Appendix - Standard 2:4*)
Socio-Emotional_-_Elementary-1.pdf (*Appendix - Standard 2:4*)
Socio-Emotional_-_High_School.pdf (*Appendix - Standard 2:4*)
Socio-Emotional_-_Middle.pdf (*Appendix - Standard 2:4*)
Whole_Grade_Acceleration Guidelines-1.pdf (*Appendix - Standard 4*)
AIG Survey Analysis.pdf (*Appendix - Standard 4:5:6*)
3-Self Assessment Tool DCS 2013.pdf (*Appendix - Standard 5:6*)
AIG Strategic Plan.pdf (*Appendix - Standard 6*)
One page summary.pdf (*Appendix - Standard 6*)