

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

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Davie County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). 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, Davie County Schools local AIG plan is as follows:

Davie County Schools Vision for local AIG program: The Davie County Schools AIG program will provide a variety of developmentally appropriate learning opportunities in a unified, rigorous, and challenging curriculum with consistently high expectations across all grade levels. As a result of their engagement in these opportunities, our AIG students will develop skills necessary for responsible citizenship in the global 21st century society.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$471700.00	\$26000.00	\$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: The current practice in Davie County Schools results in wide dissemination of information about the identification process for AIG students. Each school AIG specialist and each school administrative office maintains a paper copy of the AIG plan, including the identification procedures. The district website includes the local plan, and each school website includes a link to the AIG page of the district site. Each school has an established Gifted Services Team including representation from the AIG specialists, the school administration, classroom teachers, and the school counselor, and this team ensures communication to individual teachers and teams of teachers about the identification process.

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

Description: The Gifted Services Team at each school will continue to be the primary conduit of information to the local community. The referral, screening, and identification processes defined as part of the description of the rest of Program Standard 1 will be communicated to the faculties and staffs at each school, to parents, families, students, and the community at large through the information included in school newsletters, open houses, parent meetings, and other outlets as applicable at each school. Direct links between individual school websites and the AIG plan are established to make parent access to the AIG plan easier. The current plan is written to include more clear understanding of the identification process without heavy reliance on appendices and auxiliary documents.

Planned Sources of Evidence: • Plan copies distributed to schools

- Samples of parent letters mailed or sent home with students
- Agendas for parent meetings, such as PTA/PTO, Open House, etc.
- Minutes from Gifted Services Team meetings
- Samples of information posted on the district and school websites

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: Davie County Schools employs a four pronged set of criteria for AIG identification. Results of aptitude tests, achievement tests, teacher recommendations, and classroom performance are taken into consideration in the identification process. While no one of these criteria is sufficient to ensure identification, so also no one of these criteria is sufficient to forestall identification. Alternative measures, including non-verbal aptitude tests and additional nationally normed achievement measures are available to aid the decision making process when needed. A Gifted Services Team at each school takes all information into account when making placement decisions.

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

Description: Information will continue to be gathered, as necessary, from at least the following sources for the consideration and screening of candidates for AIG placement: the K-2 assessments, DIBELS-Next, the Text Reading and Comprehension (TRC), the EOGs, the CogAT administration at 3rd and 6th grades, the Early Reading Skills Inventory (ERSI), Individual Reading Inventories (IRI), the DIAL-4 (Developmental Indicators for Assessment of Learning), the TONI-4, the WISC-IV, the Woodcock Johnson, classroom grades, and teacher recommendations. As has been the practice in Davie County Schools, DIAL-4 scores and Kindergarten Early Literacy Assessment (KELA) scores will be initial triggers for considering Kindergarten children for the candidate level of services. As students acclimate to formal school in the primary grades, DIBELS-Next and TRC, along with K-2 Assessment results and teacher recommendations will continue to add to the rolls of students being nurtured for potential formal identification.

The first formal assessment which will trigger identification of AIG students will be the CogAT administration to third grade students. Those students who score at or above the national 85th percentile will be reviewed by the GST for possible formal inclusion in the AIG program. Likewise, those students who score at or above the local 80th percentile on the third grade End-of-Grade Tests will be considered for formal identification. As at the primary grades, parents, teachers, or others may refer students to the GST for consideration or further testing for eligibility. The screening criteria will be based on student aptitude, achievement, performance, and behavior. Care will be taken to include students from diverse cultural and economic groups who demonstrate high interest or performance potential in a specific academic area.

From the screening process, identification for AIG services will be based on four criteria:

- Student aptitude will be based on the student's CogAT score using a target minimum score in the nationally normed 90th percentile. First consideration will be given to the composite CogAT score, but subtest scores at or above the 90th percentile will also be considered appropriate for placement consideration.
- The student achievement criterion will be based on the child's EOG score in math and reading considering the 85th percentile and above using the district norm.
- Student performance will be based on classroom grades, and consideration will be given to students with a minimum grade of "B" in all core classes.
- Teacher recommendations will reflect student behavior including student motivation, interest and observable classroom behaviors.

Any one criterion may indicate a need for services; however, no one criterion may be used to eliminate a student from the program. Information from any of these criteria may be used to identify appropriate service options for a student. Formal identification will result in students being grouped for instruction in math, reading, or both math and reading at the elementary and middle school levels.

Students identified in gifted programs outside Davie County will be considered for local eligibility based on individual needs and local service delivery options. Students are eligible for referral in grades K-12. Students in K-3 are considered "candidates" and may receive formal identification at the beginning of fourth grade.

A flow chart entitled "AIG Identification Pathways" is included in the Appendix showing the referral and identification process.

Planned Sources of Evidence: • K-2 Assessment results

- Student folders
- Student work samples
- CogAT scores
- EOG scores
- DIBELS-Next and TRC scores
- ERSI results
- KELA results
- IRI results
- DIAL-4 scores
- TONI-4 Scores
- WISC-IV scores
- Woodcock Johnson scores
- GST agendas and minutes

Other Comments:

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: During the last three-year plan cycle, Davie County Schools made slight improvement in identifying an AIG population that more closely reflects the overall student population. Both the number and percentage of Black, Hispanic, and Multi-racial students in the identified AIG population increased significantly over these three years. Our AIG population remains predominately White, however, our overall student population becomes increasingly more diverse ethnically over time. Personnel and budgetary considerations hindered the completion of many of the goals set in the

previous plan, so this plan will continue to focus on this practice with similar goals in mind for making improvements in our practice. A chart detailing the AIG student population in comparison to the overall student population is in a document entitled "AIG Student Populations Chart" in the Appendix.

Additionally, all previous district AIG plans have focused almost exclusively on the Academically Gifted child. The identification of Intellectually Gifted children will be an intentional portion of the current planning cycle.

- Goals:**
1. During the 2013-2014 school year, establish a research committee to investigate group-administered and individually-administered non-traditional/alternative assessments that show evidence of more equitably identifying high academic ability or high academic potential students in traditionally underrepresented populations.
 2. During the 2013-2014 school year, trial (or pilot) administration(s) of measures or assessments identified by the research committee will be conducted with some number of students at 3rd and 6th grades.
 3. During the 2014-2015 school year, formally choose a non-traditional/alternative assessment(s) for consistent use across the district.
 4. During the 2014-2015 school year, establish guidelines and criteria to ensure consistent implementation of the chosen non-traditional/alternative assessment(s).
 5. During the 2014-2015 and 2015-2016 school years, implement the district wide use of non-traditional/alternative assessment(s) according to these guidelines and criteria from (4) above.
 6. During the 2015-2016 school year, evaluate the effect of the implementation of non-traditional/alternative assessment(s) on the identification of students from traditionally underrepresented populations.
 7. During the 2013-2014 school year, open communication will be maintained between the director in charge of the AIG program and the school psychologists who provide services to individual students with the particular intention of identifying students whose aptitude scores in formal testing situations indicate exceptional intellectual ability in excess of academic performance.

Description: At the beginning of the 2013-2014 school year, the district curriculum team will appoint a research committee to investigate non-traditional/alternative assessments in search of assessments that show evidence of more equitably identifying high academic ability or high academic potential students in traditionally underrepresented student populations. This committee should consist of at least one AIG specialist, one school level administrator, one district level administrator, one school psychologist, and one school counselor.

Following the district administration of the CogAT to 3rd and 6th grade students, the research committee will consult with the testing coordinator to identify a number of students (number to be determined by the cost of testing and the budget that can be made available) whose CogAT score was between the 80th and 85th percentile nationally, and who are members of underrepresented student populations, for trial/field testing with one or more of the non-traditional tests the committee has chosen. Parental permission with the clear knowledge that the alternative assessment to be administered may or may not result in a different score from the CogAT and may or may not result in the students' consideration for AIG services will be acquired for the additional testing.

After analysis of the trial/pilot testing results, the research committee, in consultation with other district officials (such as the EC Director, Testing Director, and members of the curriculum staff) as appropriate, will choose a preferred non-traditional test(s) for use in the district. This body will also

devise guidelines and criteria for the use of alternative/non-traditional testing in the identification of students from traditionally underrepresented populations in the AIG program.

During the 2014-15 and 2015-2016 school years, the district will, provided that funds are available for test purchase and scoring, follow the guidelines and criteria established during the 2013-2014 school year for the alternative/additional testing of students from traditionally underrepresented populations for possible identification in the AIG program. The AIG specialists assigned to each school will be responsible for monitoring this testing, and the Gifted Services Team at each school will be responsible for the identification of students who meet the criteria for inclusion in the AIG program with the alternative testing taken into consideration.

At the end of the 2015-2016 school year, the AIG Oversight Committee, or a similar body, will examine the demographic profile of the students included in the AIG program to compare it with the demographic profile of the district student body as a whole. From this comparison, the committee will evaluate the effectiveness of the use of non-traditional/alternative assessments for increasing the equitable representation of traditionally underrepresented student populations. This evaluation could lead to an addendum to or change in the district AIG Plan developed during the next planning cycle.

The director in charge of the AIG program will meet with the director in charge of the Exceptional Children's programs and the school psychologists to highlight the need for communication about students whose IQ or aptitude scores on individually administered tests exceed the 90th national percentile. The psychologists will be charged with notifying the director in charge of the AIG program when any student's test results show this indication of intellectual giftedness. The AIG specialist, exceptional children's teacher(s), and administration of the schools in which these students are identified will be contacted to ensure coordination between the student's potential IEP team and the school Gifted Services Team to provide appropriate services for the student.

Planned Sources of Evidence: • Information gathered by the research committee regarding non-traditional/alternative standardized measures.

- Reports of scores for students tested during the 2013-2014 school year using the non-traditional/alternative standardized measures chosen.
- Reports of scores for students tested during the 2014-2015 and 2015-2016 school years using the non-traditional/alternative standardized measures chosen.
- Agendas and minutes from research committee and AIG Oversight Committee meetings reflecting discussion of this practice.
- Demographic profiles of the AIG population and general student population during the 2015-2016 school year compared to the 2012-2013 demographics chart.
- Proposed changes to the AIG plan for the 2016-2019 planning cycle.

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG specialists and Gifted Services Teams communicate frequently and effectively to ensure consistent implementation of the district screening, referral, and identification procedures and criteria. One strength of being a relatively small district is the ease of communication among specialized cohorts of professionals, and this strength aids tremendously in maintaining consistent standards across Davie County Schools. Provision for a time of collaboration among the elementary specialists built into their schedule also maintains a source of consistent communication about processes and procedures, which is very valuable as most identification takes place in the elementary grades.

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

Description: All district testing, including the administration of the CogAT to both 3rd and 6th grade students, is directed at the district level, ensuring common and consistent training for test administration across the LEA. The district testing code of ethics is explained to each test administrator of either an aptitude or achievement test in the district, and each administrator signs affirmation that he or she understands and intends to abide by the code. The testing coordinator at each school site is trained by the district Director of Testing in the administration of each test given, including the aptitude and achievement tests used in the screening, referral, and identification of students for the AIG program. Each coordinator then trains each administrator at the school level in the nuances of each test and its administration before the test is given, ensuring consistency across the district and within each school.

The full rosters of student scores, both on the aptitude tests given and on the achievement tests used, are provided to the AIG specialists and the full Gifted Services Teams at each school, ensuring that multiple professionals view the complete results of testing. The cut scores for formal identification in the AIG program are set consistently across the district, and the same information is considered by each Gifted Services Team, including the CogAT results, EOG results, teacher recommendations, and any further testing administered to individual students.

Planned Sources of Evidence: K-2 Assessment results

- Student folders
- Student work samples
- CogAT scores
- EOG scores
- DIBELS-Next and TRC scores
- ERSI results
- KELA results
- IRI results
- DIAL-3 scores
- TONI-4 Scores
- WISC-IV scores
- Woodcock Johnson scores
- GST agendas and 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: Davie County Schools includes multiple levels of safeguard to the rights of students and their parents and families in the plan. Opportunities for additional testing beyond the customary testing provided to all students are provided, including additional testing inside the school district and a parental option for testing privately at parent expense. Three levels of appeal to resolve disagreements are provided in the plan within the school system, and parents are advised of their opportunity to resolve disagreements outside the school system if necessary.

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

Description: The initial screening for formal identification in the AIG program includes two test administrations, both of which are district wide tests. The CogAT is administered to all 3rd and 6th grade students, and a letter informing parents of the nature of the test and its use is provided to each parent with the invitation to seek further information from school or district personnel. A written report of the CogAT results is provided to the parent(s) of each student who takes the test. The second test considered in the screening, referral, and selection process is the End-of-Grade (EOG) test at each grade level. Given the nature of the EOG tests, student and parental rights safeguards are part of the administration.

Additional Testing Opportunities

In the event that a student does not qualify for entrance into the AIG Program or qualify for a specific level of service due to achievement or aptitude test results, parents through the Gifted Services Team, the Gifted Services Team, Principal, Program Director, and/or Superintendent may request individual testing, which will be administered by one of our certified school psychologists.

However, parents may seek additional testing from a licensed private psychologist provided that the parent(s) notify the Superintendent's Office in writing within 10 days prior to the scheduled testing and that the test to be administered is listed on the Approved Test List.

The results of such testing should be submitted to the Program Director and/or Superintendent as soon as possible for review. Only one additional test and its results in either achievement or aptitude will be considered in entrance or level of service decisions in a given school year.

Parents who seek additional testing from a certified private psychologist are responsible for the costs of such testing.

Approved Test List

Achievement Tests

1. Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)
2. Kaufman Tests of Educational Achievement II (KTEA II)
3. KeyMath Revised (NU) (KMR) complete battery
4. Woodcock Reading Mastery Tests-Revised (NU) (WRMT-R) complete battery
5. Gray Oral Reading Test – 5 (GORT-5)

Aptitude Tests

1. Wechsler Scales:
 - a. Wechsler Intelligence Scale for Children (WPPSI III) ages 2-6 to 7-3
 - b. Wechsler Intelligence Scale for Children (WISC IV) ages 6-0 to 16-11
 - c. Wechsler Adult Intelligence Scale (WAIS III) ages 16 to 89-11
2. Stanford Binet – Fifth Edition (SB-V)
3. Woodcock-Johnson III Cognitive Test (WJ III COG)
4. Differential Ability Scales II (DAS-II)

Procedure to Resolve Disagreements

As required by G.S. 115C-150.7(b)(7) Davie County Schools provides this procedure for resolution of a disagreement about the placement of a student in the AIG program:

Level I School Site Review

If parents have a disagreement concerning screening, identification or services, they shall first request a meeting with the principal, AIG specialist and the child's teacher. Other appropriate personnel may be requested to attend this meeting. The parents may also request in writing a conference with the Gifted Services Team.

Level II Administrative Review

If the disagreement is not resolved at the school site, the parents may appeal within 10 days to the AIG Director and Superintendent. They will review the case and respond to parents and principal in writing within 10 days of receipt of the appeal.

Level III School Board Review

The parents may appeal to the Board of Education in writing within 10 days of the Administrative Review. The Board will offer a final written decision within 30 days.

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

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

Individual Differentiated Education Plan (IDEP)

The Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) completed for each student upon placement includes provisions for the protection of student and parent rights and informed consent.

The DEP forms are provided as an attachment to the plan.

Intervention Plans for Students

In the event that a student's performance while identified as an AIG student begins to fall below the level specified for identification, the Gifted Services Team may decide an intervention plan is needed. This action should be taken before a change is made in the Differentiated Education Plan (DEP). The intervention plan is usually active for 9 weeks, but it may be implemented for less time at the discretion of the GST. After that time, the GST will revisit and make further recommendations.

Planned Sources of Evidence: 1. Provisions for student screening, referral, and placement in the plan.
2. Provisions for parental requests for review of screening, referral, and placement processes
3. Agendas and minutes of Gifted Services Teams
4. Samples of parent letters
5. Samples of DEPs
6. Procedures included in the plan for the resolution of disagreements

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 Maintained Practice for 2013-2016.

Rationale: The Davie County Schools AIG plan documents both the identification process and the service options for individual AIG students. The students' DEPs identify the level of service and delivery options for those students individually and collectively. AIG specialists meet at least annually with all parents to explain and review the selection process and the service delivery options.

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

Description: The district plans for the selection and identification of AIG students are included in Standard 1, Practice B of this document.

Upon the identification or re-identification of students, parents are notified by letter of the level of services intended for students and the students' placement in the AIG program. Parents are then invited to meetings at each school to review the DEP paperwork for each student and to receive information about the AIG program and services. AIG specialists, Gifted Services Teams, and classroom teachers are available for consultation or conference at the request of parents should questions or concerns arise at any point during the school year.

Planned Sources of Evidence: • Sample letters to parents about placement

- Sample DEPs
- Sample letters to parents inviting them to annual meetings
- The written district plan

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 Maintained Practice for 2013-2016.

Rationale: The local AIG plan includes a variety of grouping and placement options at the elementary and middle school levels intended to accommodate the identified abilities, readiness, interests and profiles of identified students. At the high school level, students self-select into Honors and AP classes with the assistance of teachers, counselors, and AIG specialists. At each level, the basis for instruction is the NCSCS, and the AIG specialists and classroom teachers adapt and augment the curriculum to meet the needs and abilities of the identified students.

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

Description: Beginning with the initial inclusion of students in AIG candidate settings in the primary grades, multiple levels of content modification based on the NCSCS are available to meet the needs of DCS students. Content can be accelerated or advanced for individual goals or objectives for short periods of time or for longer periods. Modification of the NCSCS might be as simple and brief as a tiered assignment as part of a thematic unit, or as elaborate as the placement of a middle school student into a high school Integrated Math II or III class for one period each day.

Types and levels of content modification include:

- Accelerated Content (High School) for small groups or individuals who show mastery of subject.
- Advanced Content (Elementary, Middle, or High School) courses taught with objectives beyond the NCSCS.
- Appropriate Course Placement (High School) with input from teachers, counselors, parents, and the student.
- Cross-Disciplinary Studies (Elementary, Middle, or High School) incorporating complex skills from more than one subject area.
- Curriculum Compacting (Elementary, Middle, or High School) eliminates repetition of previously mastered material and upgrades the challenge of NCSCS goals.
- Differentiated Units (Elementary or Middle School) expand or modify the NCSCS to meet student learning abilities and skills.
- Differentiated Units Based on Learning Styles and Multiple Intelligences (Middle or High School) developed by classroom teachers and AIG specialists to incorporate various learning modalities and intelligences.
- Extended School Enrichment (High School) activities offered to enrich the curriculum through off-campus visitations and activities.

- Independent Study Contracts (Middle or High School) for students demonstrating mastery of content and wishing to explore areas of individual interest.
- Individualized Course of Study (High School) can include on-line or other options through institutions of higher education.
- Individualized Program (Elementary or Middle) may be appropriate for a student to accelerate a particular subject area to a higher grade level while the student remains with his or her age group peers.
- Learning Centers (Elementary) can be used to provide content enrichment for many primary grades students before formal identification.
- Mastery Learning Units (Elementary or Middle School) allow students to progress at individual paces as components of content are mastered.
- Thematic/Interdisciplinary Units (Elementary or Middle School) combine knowledge from multiple disciplines.
- Tiered Assignments (Elementary, Middle or High School) allow teachers to offer differing levels of complexity within the same assignment to meet individual student needs.

More complete descriptions of these types of content modification can be found in the Appendix under "DCS AIG Program Learning Environments," "DCS AIG Service Delivery Planning for High School Level," "DCS AIG Service Delivery Planning for Middle School," and "DCS AIG Service Delivery Planning for Elementary School."

Planned Sources of Evidence: • Student folders with learning profiles from CogAT results

- Teacher unit plans with acceleration and modification for AIG students
- Student records if subject accelerated or grade skipped
- Records of students who enroll in Integrated Math I, Integrated Math II, or Integrated Math III in middle school
- Records of students who enroll in high school math courses beyond the expectations of the Future Ready Core
- Enrollment figures for Advanced Placement and university on-line courses

Other Comments: As with many other aspects of AIG planning, much of the individualization of the acceleration of the NCSCS is predicated on budgetary considerations. Adequate funding to provide the levels of staffing needed to accommodate the grouping and acceleration of students is necessary to continue these efforts and expand them.

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 Maintained Practice for 2013-2016.

Rationale: Davie County Schools offers a variety of placement options at all grade levels. The continued and expanding use of technology in the classroom, along with the variety of service

delivery options in place for AIG students, and the level of professional development available through such partnerships as the Piedmont Triad Educational Consortium, combine to create an atmosphere conducive to the employment of diverse instructional practices to meet the learning needs of our AIG population. Learning profiles generated through CogAT testing results and student interests as identified through annual student surveys allow for individualization of student plans as well as tailoring of the district program to meet the needs and interests of students. Our range of delivery options, range of environments, and range of programs and strategies are varied enough to meet the needs of our very diverse range of student learning needs.

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

Description: Students are placed in those levels of service that match their needs, which will dictate the delivery options, environments, and programs implemented for students and groups of students. Standard 2, Practice a above reflects the efforts of Davie County Schools and the AIG program to diversify the programs and strategies available to our AIG students. Also, see the three Service Delivery Planning documents included in the Appendix for charts linking service levels, learning environments, and content modification to such programs and strategies as:

- Community service projects
- Interest based clubs
- Summer institutes and programs
- Seminar teaching
- Critical and creative thinking
- Research skills
- Socio-drama
- Summer institutes and programs
- Cooperative learning
- Group investigations
- Battle of the Books
- Geography Bee
- Odyssey of the Mind
- Multiple Intelligences
- Soil and Water Conservation Contests
- Speech contests
- Spelling Bee
- Math Contests
- Math Counts
- Science Olympiad
- Higher order questioning
- Early College
- Governor's School
- Leadership Course
- National Honor Society
- Middle School Beta Clubs

Planned Sources of Evidence: • Student folders with learning profiles from CogAT results
• Teacher unit plans with acceleration and modification for AIG students

- Student records if subject accelerated or grade skipped
- Records of students who enroll in Integrated Math I, Integrated Math II, and Integrated Math III in middle school
- Records of students who enroll in high school math courses beyond the expectations of the Future Ready Core
- Enrollment figures for Advanced Placement and on-line university level courses
- AIG math pacing guide for elementary/middle school

Other Comments: A level of staffing such that an AIG specialist is available to serve all schools and classroom teachers with the ability and opportunity to meet student needs are available at each school is crucial to the implementation and expansion of the AIG plan.

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: With the advent of an entirely new North Carolina Standard Course of Study (NCSCS), encompassing the Common Core State Standards for Math and English Language Arts, Davie County has begun, and will continue during this planning cycle, to revisit and re-examine every instructional program and all instructional materials. Curricular changes have resulted in certain materials and programs becoming obsolete altogether and others moving from one grade level to another. Davie County has made strides in this area in many curricular areas, such as the move from the Algebra I/Geometry/Algebra II sequence of courses to the Integrated Math sequence and the move toward a system wide adoption of My Math in the elementary schools, as well as the inclusion of much more non-fiction text and primary source text in ELA and Social Studies classes across grade levels. With these changes, the mainline resources and supplemental resources available to all teachers are gradually changing as budgetary constraints are allowing. As always, the first phase of this transition will be to acquire resources that meet the needs of the NCSCS, in plan terms that serve ALL, while resources to serve the MANY, SOME, and FEW will follow. So, during this three year period, we will continue our previous focus on identifying, locating, and acquiring research-based supplemental resources with a continual refinement toward specific targeting toward the AIG populations.

- Goals:**
1. The AIG specialists will continue to participate in district professional development and collaboration opportunities to have input in materials selection.
 2. The AIG specialists will continue to participate in grade level and subject area PLCs to provide input about materials and program selection.
 3. The district curriculum office will seek budgetary support for research-based supplemental resources and programs identified by the AIG specialists.
 4. The district curriculum office will seek budgetary support for AIG specialists' attendance at the NCAGT conference so the specialists can have the opportunity to network and discover research-based supplemental resources and programs.
 5. Personnel will continue to be scheduled such that periodic collaborative planning sessions are available to at least the elementary specialists to allow sharing of resources.

Description: At least annually, Davie County Schools affords teachers from all schools to gather by grade level and subject area for a time of collaborative work to revise pacing documents, design common assessments, and examine common data. The AIG specialists participate actively in these meetings, where resources, teaching strategies, and assessment tools are shared. The specialists will take these opportunities to work with their colleagues from across the district to examine and vet possible new resources. As these discussions are held, the specialists will monitor the offerings with an eye toward discovering research-based resources which will be of particular interest and benefit of AIG students. They will communicate these ideas to the district director charged with oversight of the AIG program.

Each school maintains grade level and/or content area PLCs for the purpose of improving instruction for all students based on the available data. The AIG specialists are vital members of some of these PLCs. One function of the PLC structure is examining new resource offerings in light of student performance as reflected in data sources. As these resources are examined, the specialists will take special note of any resources which may offer promise in addressing areas of need within the AIG student population. They will communicate any ideas of promising resources to the district director charged with oversight of the AIG program.

During each budget cycle, the curriculum office is afforded some varying amount of budget for the procurement of supplemental materials and programs. The vast majority of material and supplies money is allocated to the actual school sites. As research-based curricular materials particularly targeted to the AIG student population are referred to the curriculum department through the AIG director, every consideration will be made to the affordability and usefulness of the program or resources. Where affordability and usefulness meet to create a great deal of "bang for the buck," purchasing decisions will be made.

One of the most valuable tools in the discovery of proven research-based resources is collaboration and networking with educators from other school districts. The NCAGT conference is the single most important opportunity during each school year for AIG teachers to make these connections. Therefore, the curriculum office will make provision for some number of AIG specialists to attend the conference annually. In years when the budget will allow a limited number of attendees, which is most years, preference will be given to specialists who have not attended in past years.

The time scheduled for elementary specialists to meet periodically for collaboration and common planning proves valuable both in light of their service to high school students and in light of the product of their consistency in services and implementation across the district. As a result, scheduling to allow this collaborative time together will continue to be encouraged.

Planned Sources of Evidence:

1. Records of specialists' participation in district level PD and collaborative sessions.
2. Minutes of school PLCs showing the participation of AIG specialists at the meetings.
3. Documentation of referrals from specialists to curriculum director recommending research-based resources for AIG implementation.
4. Purchase orders and receipts for materials ordered for implementation.
5. In-service forms documenting AIG specialists' attendance at NCAGT conference.
6. Teacher schedules showing collaborative planning time.

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 Maintained Practice for 2013-2016.

Rationale: Davie County Schools continue to enjoy forward thinking access to and practice in using technology. The district places a focus and emphasis on the inclusion of 21st century skills and content in classroom and extracurricular activities. Both formal and walk-through observation documents in use in the district highlight the listed 21st century skills, encouraging teachers to make them an everyday part of instructional practice. In addition, the district has secured a place in the state's STEM Affinity Schools Network through a STEM Center at Davie County High School and enjoys a strong connection with New Schools both through the STEM Center and through Davie County Early College High School, both of which give the district access to and training in those skills and pedagogy most tied to our current understanding of 21st century skills and content. Finally, our schools individually are establishing connections to networks and programs that foster both the skills and content identified as critical for the 21st century. Because of these strengths and developments, this practice is identified as a maintained practice.

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

Description: Davie County Schools has been, and continues to be, at the forefront of many efforts to bring classroom instruction into the 21st Century. The district was a leader in outfitting classrooms with SmartBoards and projectors, providing every teacher with a laptop, and providing extensive training in the use of this technology in instruction. Currently, this effort has evolved into the introduction of iPads for instructional practice. Davie County is breaking new ground nationally and pushing the envelope in the use of iPads in full classroom use rather than as individual personal devices. Each elementary school currently has at least one cart of 30 iPads; Davie County High School has three carts; multiple schools and academic departments have already or are in the process of providing teachers with individual iPads for instructional and assessment use. Select personnel have been trained in the development of I-Books and courses in I-Tunes University, and these uses of technologies have begun to emerge in an infant state across the district. Careful consideration is given to training key personnel in each school to encourage the spread of these technological tools, and this targeting to an audience will continue as further training is offered. Already, elementary students as young as third grade have been involved in publishing their own work through these tools, and high school teachers are busily developing books and courses for use in summer programs and classroom instruction during the next school year. Training for another cohort of 20 teachers is planned for the summer of 2013.

The district has joined the select number of STEM Affinity schools by creating a STEM Center with a health and life sciences focus at Davie County High School, spreading the New Schools philosophy and framework beyond the Davie County Early College High School. The STEM Center offers a focus on interdisciplinary teaching and the use of a common instructional framework to bridge the gap between students' English, math, science, and social studies classes, and the focus on one overriding question to unify problems and questions across the subject areas further encourages the integration of instruction into a unified whole rather than isolated subjects. A visionary STEM Pipeline is under development, partnering the district with the Center of Excellence for Research, Teaching and Learning (CERTL) and Wake Forest University School of Medicine. This Pipeline will offer a summer experience in problem solving and science to a select group of rising 7th grade students identified as most likely to score at level 4 on the high school Biology EOC by the Education Value-Added Assessment System (EVAAS) and training for a group of teachers in the CERTL problem solving pedagogy and materials. The students' progress through math and science classes will be followed by CERTL, with the possible provision of tutoring from medical school students for students having difficulty or seeking enrichment. While this Pipeline will not be exclusive to AIG students, the population of students target necessarily includes most, if not all, AIG students in the rising 7th grade class.

The focus of the North Carolina Educator Evaluation System on 21st Century skills and global awareness has taken strong root in Davie County Schools. Teachers across the district have posted the list of desired skills on classroom walls; the district and school walk through documents all take note of any 21st Century skills observed in instruction; and specific attention is focused in Kindergarten through 8th grade on the 21st Century skills both inside the classroom and outside the classroom through our robotics programs.

Two of our elementary schools are formally affiliated with the state network of World View schools, and one middle school is investigating the A+ Schools network. Both of these affiliations provide schools with tools and understandings aimed at incorporating a global awareness into all areas of student learning. World View also aims to increase students' and teachers' awareness of global issues and the place of the nation, state, district, and individual in those issues. The A+ Schools focus on the complete integration of all curricular areas, including the arts, into a unified education for all students.

- Planned Sources of Evidence:**
1. Rosters of teachers and other personnel trained in the use of I-Books and I-Tunes University.
 2. Examples of I-Books and I-Tunes University courses produced by teachers and students.
 3. Rosters of students and teachers who complete the CERTL summer problem solving and science programs.
 4. Enrollment of AIG students in the STEM Center and STEM Pipeline.
 5. Documentation of walk-through documents and teacher observations focused on 21st century skills and content.

6. Continued and new affiliations between schools and such networks as World View and A+ Schools.

Other Comments: In addition to the STEM focus that is part of the STEM Center and the Pipeline, teachers are always encouraged to develop relationships with local business leaders and to invite those leaders into classrooms to model the problem solving processes used in their particular businesses. Using these opportunities to bring "real world" application to classroom instruction will enhance the 21st century skills of students.

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The national, state, and local emphasis on continuous assessment of instruction and student learning has added multiple layers of assessment to the overall program of Davie County Schools. Benchmark testing in Kindergarten through 8th grade reading and math and in many high school courses provide teachers with timely feedback about student understanding, which helps to guide instruction. The district Responsiveness to Instruction program results in universal screening of all students Kindergarten through 8th grades, as does our use of the Reading 3D program from Wireless Generation, which provides opportunity for student identification and curriculum acceleration or deceleration. These district wide assessments, combined with other school level and grade level tools, provide the information and data necessary to allow curriculum and instruction to be responsive to student needs and progress.

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

Description: The district curriculum department will continue to develop quarterly assessments that reflect the pacing guides in place for math and reading instruction in the elementary and middle grades. Benchmark assessments for high school courses will continue to be developed by each department, and quarterly assessments for Integrated Math I, Biology, and English II will be made available through an on-line program such as ClassScape through the curriculum department. The identified AIG students in 4th through 7th grades will continue to receive instruction based on an accelerated pacing guide.

The district will continue the use of the Reading 3D formative assessment system in grades K through 3 at least three times per year as a means of identifying student progress in reading. This data will be used to guide instruction for individual students and groups of students. Students whose scores indicate an advanced level of reading ability will be referred to the AIG Specialists for inclusion in the nurturing program for students who may be identified at the end of third grade. The universal screening conducted through the RTI program will similarly identify students who score well beyond the expectation for inclusion as prospective AIG students.

The SuccessMaker and Waterford programs will continue to be implemented in each elementary

and middle school, providing immediate feedback to teachers and students about student progress through standards that mirror the NCSCS. The feedback provided by these programs serves both to help identify primary grades students for inclusion in the nurturing program and to monitor the progress of students in 4th through 8th grade who have been identified in the AIG program. Since the programs can be individualized, they also provide an excellent opportunity for differentiation of instruction for all students.

Many teachers in the district, particularly in the upper elementary grades (3-5) and middle grades also use ClassScape assessment tools in math, reading, and science to assess student progress toward specific goals of the NCSCS. The data provided by ClassScape is disaggregated to the student level and to the objective level, providing teachers with individual information, which can effectively be used to differentiate instruction to meet student needs.

AIG specialists and the classroom teachers of AIG students will continue to avail themselves of the student progress information provided by the multitude of assessment tools available in Davie County Schools. This information will be used to inform classroom instruction and to differentiate instruction for groups of students and individual students so that their needs may be met.

Planned Sources of Evidence: 1. Records of benchmark tests developed at each grade level in reading and math.

2. Records of, and reports from, Wireless Generation Reading 3D administration.

3. Records of ClassScape use for benchmarking and classroom assessment.

4. Reports from SuccessMaker and Waterford on student progress.

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice was a focus during the previous planning cycle. Survey results from both the student and parents in the AIG program during the 2011-12 school year reveal a high degree of agreement that students' social and emotional needs are being met, with student responses on questions about social and emotional needs ranging between 78% and 92% either 4 or 5 on a 5 point Likert scale, with 5 being most positive. While the district will maintain efforts to improve this support, previous efforts have resulted in positive data, and this practice is best served as a maintained practice.

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

Description: The personnel allotment for AIG services in the district has been increased by two full

time positions, and this allotment allows each AIG student in 4th through 8th grade to have direct contact with an AIG specialist at least two times per week. This more frequent contact ensures that each student has the opportunity to voice concerns, and each specialist has the opportunity to observe needs in a timely manner.

The Gifted Services Team in each school discusses and considers each student's social and emotional needs as placement decisions are made each school year. In addition, the teams from feeder elementary schools share information and have meetings with overlapping personnel with the middle schools as students transition from 5th to 6th grade. These transition meetings afford the middle school GST and administration the knowledge to make good placement decisions for each student and to put support structures in place for students who need them. Also, the middle school GSTs provide input and counsel as 8th grade students register for and matriculate to high school. Information about special circumstances or particular needs for social and emotional consideration are communicated between the middle school GSTs and the high school counseling department and the AIG specialists who serve the high school populations.

- Planned Sources of Evidence:**
1. Teacher and student schedules showing consistent interaction
 2. Minutes of transition GST meetings between elementary and middle school
 3. Minutes of transition GST meetings at the end of 8th grade

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 Maintained Practice for 2013-2016.

Rationale: Currently, Kindergarten through 3rd grade students identified as candidates for AIG identification receive differentiated services in the classroom. These services are implemented through consultation between the AIG specialist and classroom teachers. AIG specialists also spend time with these students in their classrooms and sometimes in pull-out groups for enrichment activities. During the last year, an additional elementary AIG specialist has been added to the district, allowing for more direct attention to K-3 students.

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

Description: Using information from DIAL 4 screening, KELA assessments, Reading 3-D assessments, and the K-2 assessments, and using teacher recommendations, students are identified as candidates for AIG identification. The frequent benchmark assessments completed through the Reading 3-D program, and the universal screening associated with the district's RTI process provide opportunities for timely identification of primary grades students for services. These students in general are working well above their grade level in either math or reading. The AIG specialists collaborate with classroom teachers to provide differentiated instruction and tiered assignments for

students being nurtured, and some enrichment activities are completed in pull-out groups with the AIG specialists. Acceleration groups are in place at each grade level as part of the district's focus on literacy development, and these groups include differentiation for those students who are performing above grade level.

Many of the technological programs in place in the district allow students to progress at individual paces through specific goals and objectives tied to the NCSCS. For instance, the Waterford program allows Kindergarten and 1st grade students the opportunity to progress through 2nd grade reading content as they master the objectives at their grade level. Likewise, SuccessMaker allows students to progress at their individual paces through both the reading and math objectives. Star Reading, available in some schools, is also self-paced through the reading goals and objectives of the program, which are tied to the NCSCS. Both the AIG specialists and classroom teachers are aware of and involved in the progress of students through these technology-based programs and use the programs to accelerate student curriculum and services.

Fortunately, the Waterford reading program has the particular strength of catering to the needs of students for whom English is a second language and students who have had minimal language development exposure. As a result, the program can bring to the attention of teachers and specialists students from some underrepresented populations whose progress indicates an accelerated grasp of concepts.

Planned Sources of Evidence: • Lists of identified candidates in Kindergarten through 3rd grade.

- Teacher schedules showing enrichment times for AIG specialists with K-3 nurturing groups.
- Examples of differentiated or tiered assignments used with K-3 students.
- Schedules of acceleration groups including AIG candidates in K-3.
- Waterford reports on students working above grade level.
- SuccessMaker reports on students working above grade level.
- Star Reading reports on students working above grade level.

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: The district AIG specialists collaborate both within grade spans and across the elementary and middle school grade spans to implement the AIG plan as it is established in the district. The specialists also collaborate to develop DEPs for AIG students so that the programs established in the district are implemented similarly in the schools. When students are twice-identified, the AIG specialists work in conjunction with the exceptional children's personnel involved and the IEP team to develop IDEPs that meet the needs of individual students and incorporate the programs available to AIG students in the district. With the change in curriculum to the Common Core State Standards,

pacing guides for all subject areas and grade levels have been developed through collaborative efforts within the district. These pacing guides must be modified and accelerated in math and reading to accommodate the needs of AIG students, which makes the development of differentiated curriculum a focus during this planning cycle.

Goals: 1. The elementary AIG specialists will review the current AIG math pacing guides for 4th and 5th grade to ensure their completeness and alignment with the pacing guide developed for 6th and 7th grades.

2. The middle school AIG specialists will, beginning with the suggested accelerated pacing guide found in the Common Core State Standards for Math, develop new pacing guides for 6th and 7th grade math to ensure the readiness of students for Integrated Math I by 8th grade.

3. The elementary AIG specialists will develop pacing guides for 4th and 5th grade reading, or augment the existing district pacing guides, to provide acceleration, enhancement, and deepened content.

4. The middle school AIG specialists will develop pacing guides for 6th, 7th, and 8th grade reading, or augment the existing district pacing guides, to provide acceleration, enhancement, and deepened content.

Description: Gifted Services Teams operate in each school and include in their memberships the AIG specialist assigned to the school, the school counselor, a school administrator, and at least one classroom teacher who works with AIG students. The membership of the team ensures a certain level of collaboration among the administration, counseling program, regular education and the AIG program staff. When appropriate, members of the Gifted Services Team also serve on the IEP team for students who are identified both as EC and AIG, ensuring collaboration between the EC and AIG components of the child's education.

On certain early release days, and on other occasions when the opportunity presents itself, the AIG specialists meet together to review the program and to collaborate about program implementation. These face-to-face meetings are augmented by frequent email and telephone conversations between pairs or groups of specialists.

At all schools, Professional Learning Communities have been established to provide forums for continuous conversations and collaboration between and among the teaching staff. The AIG specialists are included in at least one of these PLCs at each school level, which provides an additional opportunity for the exchange of professional ideas.

Beginning with the September 25 early release day during the 2013-14 school year, the AIG specialists will be afforded opportunities to meet together for the purpose of developing the pacing guides outlined in the goals above. Other potential meeting times include the collaborative time built into the elementary specialists' schedule, the early release time on October 30, 2013, the professional workday on October 31, and the professional workday on January 21, 2014.

Planned Sources of Evidence: 1. Revisions to the current 4th and 5th grade AIG math pacing guide.

2. Pacing guides for the acceleration of math curriculum in 6th and 7th grade for AIG students.
3. Pacing guide revisions or new pacing guides for AIG students for reading in grades 4 and 5.
4. Pacing guide revisions or new pacing guides for AIG students for reading in grades 6, 7, and 8.
5. Records of GST membership and meeting minutes.
6. Records of PLC membership and meeting minutes.

Other Comments: The 2013-14 school year will bring a great deal of change to all public education as PowerSchool and the other components of Home Base are implemented in the state. The district training schedule for these new tools may conflict with the planned meeting times for AIG specialists to work with the proposed pacing guides. Though the timeline may vary, the commitment to the end product shall not.

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 Maintained Practice for 2013-2016.

Rationale: Each grade span in Davie County Schools, elementary, middle, and high, has a Differentiated Education Plan (DEP) that is developed for each AIG student. These documents outline the learning environment and curriculum modifications that meet the needs of the student. Through the Gifted Services Team at each school, input for each student's DEP is provided by classroom teachers, AIG specialists, counselors, administrators, and parents.

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

Description: Beginning with identification at the end of 3rd grade, a DEP is developed for each AIG student and reviewed at least annually. Each DEP expresses the learning environment and curricular modifications that will best meet the needs of the student as determined by the GST in the school. At the elementary level, the DEP is presented to parents in a conference or parent meeting for review and for parent signatures.

When students transition from 5th grade to 6th grade, and therefore from elementary to middle school, the elementary GST provides input and suggestion for the middle school GST as a new DEP is developed for each student. Again, the DEP is presented to parents in a conference or in a parent meeting for review and parent signatures.

At the end of middle school, families are supplied with a high school DEP, which outlines the differentiation options open to students at the high school level. A copy of this DEP is provided to the family with an invitation to conference with an AIG specialist or high school counselor.

If, at any point in an AIG student's school experience he or she is identified as twice exceptional, the AIG specialist assigned to that student's school is included in the Exceptional Children's IEP team, and the resulting document becomes an Individual Differentiated Education Plan (IDEP) marrying the AIG DEP with the EC IEP. We are an acronym heavy society.

The elementary, middle, and high school DEP forms are included as attachments in the appendix.

Planned Sources of Evidence: 1. DEPs for all elementary AIG students

2. DEPs for all middle school AIG students

3. DEPs for all high school AIG students

4. IDEPs for all twice exceptional students

Other Comments: With the advent of significant changes to the curriculum, including Credit by Demonstrated Mastery, different dual enrollment options foreshadowed by the Core 44, and recent legislation, the DEP content and process may see a need for change during this planning cycle.

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: Each school in the district is served by an AIG specialist who is state AIG certified. These specialists collaborate with classroom teachers, the administration, the school counselor, and other professionals to guide the implementation of the local plan at the school level. The district level AIG director is fully state certified in school administration and works in tandem with the AIG specialists to guide, plan, develop, implement, revise, and monitor the local AIG program. In addition, some number of classroom teachers at each school site are state AIG certified to help ensure fidelity in the implementation of the local plan.

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

Description: The district will continue to employ state AIG certified teachers as the AIG specialists at each school. The district level AIG director will continue to be a professional fully certified in school administration at a level necessary to oversee the program. Further information about personnel roles and responsibilities is available in the appendix under, "Personnel Roles and Responsibilities."

The district level AIG director and school level AIG specialists will continue to work with each school's Gifted Services Team to ensure the implementation of the district plan meets the needs of the students identified in that school. Feedback from the Gifted Services Team to the AIG District Oversight Committee, whose membership will include both district administrators and AIG specialists, will be used by the District Oversight Committee to review, monitor, and revise the plan as necessary over the course of the current three-year planning cycle.

Planned Sources of Evidence: • LEA director's licensure

- AIG Specialists' licensure
- List of AIG certified personnel in the district

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: The Davie County Schools AIG specialists are fully engaged in the support and implementation of the AIG plan in each school. They serve students in many settings and in many roles, including at times being the teacher of record for a subject area, being a collaborative teacher in an inclusion setting, and being a resource teacher in an enrichment model. The district continues to strive toward more complete service to students emotionally and socially, but as the data presented in Standard 2, Practice F, indicates this need does not arise to the level calling for a focused practice.

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

Description: Our elementary AIG specialists serve schools based on the size of the AIG population in each school. All schools have the complete service of a specialist at least two days each week. The specialists are, in some cases, the teacher of record for classes of students in math, and more rarely in Language arts. In some instances, the specialists co-teach classes with the regular classroom teacher, forming an inclusion model for service delivery. In yet other circumstances, the specialists pull students from the regular classroom for a resource level of service delivery, offering curriculum acceleration and enrichment. The level of these services is determined by the size of the AIG population in each school, the strengths of each classroom teacher, the particular needs of students, and the philosophical grounding of the building principal.

Our middle school AIG specialists serve in capacities including as teacher of record in math or Language Arts, consultants for classroom teachers, collaborative teachers with content specialists, and resource teachers for students with need for individual differentiation. Each middle school is assigned one full-time AIG specialist, and one specialist is assigned teaching duties among the middle schools predicated on the needs of individual students and groups of students annually.

Each Gifted Services Team at the school level is charged with working with the AIG specialist to facilitate the implementation of those strategies, programs, or curricula that meet the social or emotional needs of the AIG students. Feedback from each Gifted Services Team to the AIG District Oversight Committee will be used to monitor and revise the plan as necessary.

In addition, a subset of the District AIG Oversight Committee will be developed, including at least representative school counselor(s) to meet semi-annually to review social and emotional services offered to AIG students and to make recommendations for service delivery in these areas.

Planned Sources of Evidence: 1. Teaching assignments for AIG specialists.

2. AIG specialists' daily schedules.

3. SAR reports from schools showing the specialists' assignments.

4. Lists of affective curricula considered by counselors or AIG specialists.

5. Information about programs or supports instituted at schools for the specific use with AIG students.

6. Examples of specific information provided by Gifted Services Teams to teachers or specialists about the social and emotional needs of students moving from one grade level to another or from one

school to another.

7. Examples of feedback from the school Gifted Services Teams to the AIG District Oversight Committee.

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: The requirements for AIG certification are established at the state level, and the district will continue to employ AIG specialists who are state certified. In addition, the district will continue to encourage classroom teachers to pursue AIG certification to enhance the delivery of services to AIG students.

As teachers choose avenues for their own development as part of the new evaluation process, some of that professional development will include opportunities targeted toward the needs of AIG students.

Though funding is limited, Davie County Schools will maintain a focus on the provision of professional development to ensure the integrity of the AIG program.

Goals: 1. Principals and teachers will be asked to consider the inclusion of a goal focused on the academic growth and development of AIG students in the Professional Development Plan of those teachers who serve AIG students.

2. The AIG specialists will demonstrate and share effective teaching or support strategies for AIG students to all staff in their assigned schools at least twice annually.

3. Should a funding source be identified, the district will facilitate the add-on AIG certification for a cohort of teachers, with the aim of placement of one teacher in the grade spans K-2 and 3-5 in each elementary school and in places of greatest need in the middle schools.

4. The district will continue to investigate offering a series of Professional Development offerings aimed at providing classroom teachers with more complete knowledge of the needs of AIG students and strategies for meeting those needs. This series of PD offerings would be very strongly recommended for all teachers of AIG students.

Description: The intent will be that much of the professional development included in teachers' PDPs will be aimed at the use of data to target instructional strategies, the use of formative assessment to support instruction, and the increase in rigor of the curriculum with the implementation of the Essential Standards and the Common Core. All of this professional development will benefit teachers

and other members of the professional staff as they seek to fulfill the academic and social and emotional needs of the AIG population.

The AIG specialists will consult with building principals to identify opportunities for their demonstration of strategies with school faculties. Short demonstrations as part of a faculty meeting, PD delivered locally during early release days, or PD provided at district events would all be opportunities for this sharing and collaboration.

Davie County Schools already has a relationship with High Point University, and may develop such a relationship with another university, to provide on-site or blended delivery of those courses necessary for add-on AIG licensure. If a funding source to assist teachers in adding this licensure is identified, contact will be made with a university to develop a local cohort of teachers seeking add-on licensure.

As the professional development demands of transitioning from the former North Carolina Standard Course of Study to the new lessons in coming years, the possibility of allocating funds to provide a set of PD offerings designed to increase teachers' awareness of the needs of AIG students and how to meet those needs will be proposed. The Curriculum Director who oversees the AIG program will work with the rest of the curriculum department to investigate possibilities for these offerings.

Planned Sources of Evidence: 1. Teacher PDPs

2. Records of Professional Development delivered by AIG specialists to school staffs
3. Newly certified AIG teachers
4. Budgeted funds for local PD offerings for teachers assigned AIG students

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 Focused Practice for 2013-2016.

Rationale: The near future appears to hold very strenuous professional development requirements for many teachers related to the implementation of the new state teacher evaluation instrument and the implementation of new curriculum. In addition, local and state professional development funds remain severely limited, if not nil. Appropriate professional development and teacher licensure remains an important focus for the school system, nonetheless. The interplay between this practice and Practice C above makes their tandem focus near identical.

Goals: See the goals for Practice C above, and

5. District administrators will investigate alternative sources of funding for the provision of PD to

classroom teachers of AIG students.

Description: See also the description for Practice C above, and

Davie County Schools works diligently to ensure that all classes are taught by fully certified, highly qualified teachers at every level, and our success rate is very high. Between 96 and 100% of all classes taught at the elementary, middle, and high school levels are taught by teachers deemed highly qualified by federal standards, and similar percentages of our teachers at each level are fully certified. The district employs 31 classroom teachers and 3 building level administrators who are state AIG certified. In a preponderance of cases, principals make every effort to schedule AIG students into classes taught by teachers who hold a state AIG license where one is available.

Planned Sources of Evidence: See also the Sources of Evidence for Practice C above, and

5. Grant proposals or other evidence of application for funding outside district budget for PD

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Professional development in the district is provided through various avenues, and frequently those opportunities are aligned with district initiatives, most particularly in recent years the implementation of new curricular standards and the development of Professional Learning Communities in each school setting. Locally developed and provided PD will continue to focus on district initiatives, with the intentional inclusion of PD designed to further inform teachers about the nature of AIG students and their specific needs, as outlined in Practices C and D above. In addition, Davie County Schools remains a member of the Piedmont Triad Educational Consortium, which provides access to high quality staff development featuring nationally known presenters targeted to the most current state initiatives. This alignment, coupled with the focus of Practices C and D above lead to this practice being a maintained practice.

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

Description: The Davie County School district sets aside specific early release and teacher professional workdays each year specifically for professional development guided by the curriculum department. For example, the 2013-14 school calendar features two PD workdays, one in November, and one in January. These opportunities allow time for all staff to receive common PD or for schools or departments to offer more specifically tailored PD. In addition, the district maintains membership in the Piedmont Triad Educational Consortium, which adds the combined leverage of 15 school districts to attract and host PD from nationally know presenters and programs. This PD, both local and through PTEC, is targeted to district initiatives in curriculum and instruction, which benefits all students, including AIG students. The addition of focused PD initiatives as outlined in Practices C and D above will continue to support AIG students and their needs.

Planned Sources of Evidence: See Practices C and D above, and

7. Descriptions of PD offered locally on the specified early release and teacher workdays
8. Continued membership in the Piedmont Triad Educational Consortium

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: The school district aligns the professional development provided to teachers with state teaching standards, particularly as defined by the North Carolina Professional Teaching Standards and the North Carolina Educator Evaluation System (NCEES). These standards include the development of 21st century skills in both teachers and the students they teach. With the new North Carolina Standard Course of Study now implemented in the district and PLCs operating in each school, the direction of PD in the district is toward the use of data in PLCs to enhance the learning experience for students who function at all levels of achievement. More particularly, the focus of high school PLCs for at least the next semester will be on the development of Honors Course portfolios and rubrics for all honors courses taught in our high schools, which will increase the focus on content at advanced levels. With these PD initiatives already in place in the district, and considering the focus of Practices C and D above, making this practice a focus practice would be somewhat redundant.

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

Description: Early each school year, the AIG specialist at each school will provide an overview of the adopted Davie County Schools AIG plan to the faculty, either in a whole-faculty meeting or in meetings of smaller units of the faculty. This overview will include a summary of those AIG practices which are the focused practices within the plan as well as a brief summary of the practices within each of the standards. Also, the AIG specialists will include instructions during this meeting on how faculty members can access either a paper or electronic copy of the Davie County Schools AIG plan. The AIG specialists will also request the opportunity to address the School Improvement Team (SIT) at each of the schools they serve to ensure that the SIT understands the focuses of the AIG plan and the importance of including professional development that will facilitate the implementation of the plan.

Annually, the director responsible for the AIG plan will present a brief overview of the AIG plan at a district staff meeting. This meeting should afford the director the opportunity to familiarize the full curriculum department and the human resources department with the focuses of the district AIG plan.

See also the descriptions for Practices C and D above for further information about the provisions for PD in the district.

Planned Sources of Evidence: 1. Agendas/Minutes of school staff meetings

2. Agendas/Minutes of School Improvement Team meetings

3. Agendas/Minutes of district staff meetings

4. Agendas/Minutes of grade level meetings

5. NCAGT conference attendance

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 Maintained Practice for 2013-2016.

Rationale: The Davie County Schools district provides time, both structured on the district level and structured on the school level for teachers to meet together in Professional Learning Communities to plan, implement, and refine applications of their professional learning. District pacing guides and curriculum maps, and in some cases shared assessments, have been a direct result of this work. A day-long district level conference-style PD event, which will be a forum for teachers to share their PD learning and best practices with their peers is scheduled for the November 2013, which may serve as a model for future such opportunities. These opportunities are in place, and will continue to maintain opportunities to hone this practice.

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

Description: At each school level, teachers, including AIG specialists, work with each other in Professional Learning Communities developed and implemented to fit the needs of the school and its staff. Frequently these PLCs have as a focus professional dialogue about professional development learning, planning for the implementation of professional development learning, and the incorporation of district initiatives in the curriculum and instruction of the school. The district also provides opportunities for teachers, including AIG specialists, to meet periodically on early release days or teacher workdays to plan, implement, and refine the applications of professional development learning.

As initiatives such as the employment of the new North Carolina teacher evaluation instrument and the Davie County STEM Pipeline are carried out in the district, the form and function of school level PLCs may change, but they will continue to function as vehicles for refining the knowledge garnered through professional development. Early release staff development days remain part of the district calendar for the 2013-14 school year, and all indications are that these days will remain part of the calendar for the foreseeable future. The AIG specialists will continue to meet on at least two of these

8/7/2013

early release days to promote opportunities for dialog and sharing of knowledge from professional development.

Planned Sources of Evidence: 1. PLC meeting notes at each school level

2. Minutes from AIG specialists' meetings on early release days

3. School improvement plans

4. Best practice sharing at faculty meetings

5. District calendars indicating staff development early release days and teacher workdays

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 plan provides for an array of services inclusive of the needs of students from Kindergarten through high school and a range of service delivery options that meet the needs of all students. Students in Kindergarten through 3rd grade can receive services from clustered grouping and differentiated center times to pull-out resource time with the AIG specialist. Students in 4th and 5th grade can receive services through cluster grouping in the classroom with tiered assignments, through pull-out resource settings with the AIG specialist, even through individualized programs tailored to meet specific needs. Middle school students can receive cluster grouped services, subject level services, or they may receive individualized programs including accelerated courses offered through the North Carolina Virtual Public High School. High school students receive guidance in developing their own individual programs of study including honors classes, AP classes, NCVPHS classes, dual enrollment classes, the advent of Credit by Demonstrated Mastery, enrollment in the Davie County Early College High School, enrollment in the STEM Center and other options that may fit their individual needs. Meanwhile, the AIG program remains flexible enough to accommodate the individual needs of that student who occasionally presents himself or herself with needs which are not readily served with this array of services or span of service delivery options.

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

Description: The complete continuum of services currently in place for students in the district will continue to be maintained through the three-year planning cycle. Services from Kindergarten through 12th grade will be offered using the delivery options in place at elementary and middle schools and affording students self-selection of courses with guidance from parents and school personnel at the high school level. The important element of flexibility, which allows the tailoring of the program to meet the individual needs of all students, and which allows for the occasional delivery of services outside the design of the plan, will remain a hallmark of the Davie County Schools AIG program.

A more complete view of the array of services provided and the service delivery options can be found in the service planning and delivery documents attached to Standard 2 in the appendix.

The AIG Plan Writing Committee sees the need for a higher level of service to students enrolled in the district's high schools. Having discussed and explored a number of potential sources for this additional service, the Committee has formed and delivered the suggestion to the principal at Davie County High School that a reorganization of the school counselors' duties such that one counselor be assigned responsibility for all AIG students who enter that school, with a concomitant reduction in his

or her other student load (usually assigned alphabetically), would result in consistent guidance and communication for all AIG students. This arrangement would further allow one counselor to sharpen his or her knowledge of the AIG plan and program and the needs of AIG students, resulting in more complete service to high school students.

Planned Sources of Evidence: 1. Service delivery options
2. Array of services
3. DEPs
4. IDEPs
5. School schedules showing AIG clusters and resource times
6. Student schedules showing honors, AP, NCVPH, STEM classes, etc.
7. Student Activity Reports

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: A wide array of services is available for students across grade levels from Kindergarten through 12th grade. These services are aligned with student identification in reading/English language arts and math and meet the current Davie County Schools AIG plan goals. The state- and locally-provided resources are allocated to support the plan and the delivery of services to the students identified as AIG. The vast majority of these funds are expended to provide the staffing necessary to deliver services in accordance with the plan. See also Standard 4, Practice A, and the appendix documents in Standard 2 for complete information about the array of services and the service delivery options and how they relate to student identification.

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

Description:

Davie County Schools will continue to follow our procedures for screening and identifying students to receive AIG services. The needs of those students will dictate their placement within classes and along the continuum of services provided in the district for AIG students.

The state budget for AIG services (034) and any locally provided funding will continue to be spent to support the programs and services necessary to fulfill the goals of the AIG plan. During each district local budget cycle, the AIG director, with input from the District AIG Oversight Committee, will make requests for additional funding necessary to continue to strive toward the goals set in the AIG plan. This input and these requests have resulted in additional funding and position allotments in recent years, and good student results should cast a favorable light on future requests.

Planned Sources of Evidence:

1. See Standard 4, Practice A
2. Budget reports for state 034 funds
3. Budget reports for local funds allocated to the AIG program

Other Comments: As with any organization heavily dependent on personnel for positive results, Davie County Schools strives to provide the human resources necessary to meet the goals of the AIG Plan and the needs of the AIG students, and each budget cycle will include consideration for these needs.

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: Classroom teachers and AIG specialists deliver the AIG program as it is outlined in the local plan. These programs and services are complementary to the mainstream curriculum and instruction as it reflects the North Carolina Standard Course of Study. Across the district, at all grade levels and in all programs, the implementation of the Common Core State Standards and the North Carolina Essential Standards as the new North Carolina Standard Course of Study has changed the instructional services offered to students. The AIG program continues to seek to deepen and accelerate this program on behalf of AIG students.

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

Description: The aim of the AIG plan is to provide AIG students with all of the content and curriculum that is the school experience of all children in the district while deepening the content in some areas and accelerating it in other areas. Currently, the reading/English language arts services expose students to reading and writing content that exposes them to more sophisticated passages and assignments than that encountered by their age and grade peers while meeting and exceeding the goals of the NCSCS. In math, the curriculum is accelerated to include all that are the objectives of the NCSCS, but at a pace that allows for the completion of 7th grade curriculum in 6th grade, affording students to complete an advanced course of math study in the 7th grade, including much of the 8th grade NCSCS, and allowing them to complete Integrated Math I in 8th grade, thus opening the door to more advanced math courses during high school.

The AIG specialist assigned to each school will continue to design instruction and plan programs for identified students. The specialists will work in collaboration with classroom teachers to incorporate the expectations of the NCSCS into the plans and programs for all students. Differentiation of instruction and programs will be provided through the various levels of the array of services and through the service delivery options in place, meaning that all AIG students will be included in regular classrooms for much of the school day and that their AIG services will be inextricably tied to the differentiated instruction offered by classroom teachers and the NCSCS. The AIG specialists will continue to serve as consultants to classroom teachers to assist them in instructional design and in the choice of materials as that assistance is needed.

- Planned Sources of Evidence:**
1. See Practices A and B above
 2. Evidence of flexible groupings within schools and classes
 3. Evidence of inclusion settings
 4. Student folder contents and work samples

Other Comments:

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: Currently, the AIG specialists in the district work with and through the Gifted Services Teams to disseminate information about the AIG plan and program to the school community. Working with grade levels, departments, and individual teachers, the specialists plan and implement the services designed to meet the students' needs. The AIG specialists as necessary meet with whole faculties, School Improvement Teams, counselors, and exceptional children's teachers to provide information concerning the delivery of services to individual students or to groups of students.

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

Description: Early during each school year, the AIG specialist at each school will provide an overview of the adopted Davie County Schools AIG plan to the faculty, either in a whole-faculty meeting or in meetings of smaller units of the faculty. This overview will include a summary of those AIG practices which are the focused practices within the plan as well as a brief summary of the practices within each of the standards. Also, the AIG specialists will include instructions during this meeting on how faculty members can access either a paper or electronic copy of the Davie County Schools AIG plan. The AIG specialists will also request the opportunity to address the School Improvement Team (SIT) at each of the schools they serve to ensure that the SIT understands the focuses of the AIG plan and the importance of including professional development that will facilitate the implementation of the plan.

Annually, the director responsible for the AIG plan will present a brief overview of the AIG plan at a district staff meeting. This meeting should afford the director the opportunity to familiarize the full curriculum department and the human resources department with the focuses of the district AIG plan.

- Planned Sources of Evidence:**
1. Agendas/Minutes of school staff meetings
 2. Agendas/Minutes of School Improvement Team meetings
 3. Agendas/Minutes of district staff meetings
 4. DEPs/IDEPs

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 Maintained Practice for 2013-2016.

Rationale: The current flow of information between and among our teachers and schools ensures the proper placement of students as they move from grade to grade. Particular attention is paid to the transfer of information between the elementary AIG specialists and the middle school specialists when students transition from 5th grade to 6th grade. The elementary specialists hand deliver student folders to the middle schools and review each folder with the middle school specialist. Frequently, the elementary school AIG specialists then attend a Gifted Services Team meeting at each middle school at the end of the school year to answer questions about specific student needs and to aid in the proper placement along the middle school continuum of services. Again, when students make the transition from middle school to high school, the middle school specialists take a very active role in working with students, parents, and high school personnel to ensure that our AIG students are registered for those high school classes which best meet their needs during their freshman year and that students and parents have at least a general idea about what course of study students will plan to follow through high school. The counselors at the high school follow up with this information as they register our AIG students for classes each subsequent year until their graduation.

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

Description: Our AIG specialists will continue to work with the Gifted Services Teams at the elementary schools to ensure that information is passed from teacher to teacher from the time a student is included in the nurturing program beginning in Kindergarten through identification in the 4th or 5th grade. Subsequently, the specialists at the elementary level will continue to meet with the specialists at the middle schools to deliver folders and personal information for each individual student. The middle school specialists will meet with each teacher who is assigned to the AIG population to ensure the delivery of appropriate services. The middle school specialists will also work with the Gifted Services Teams at their schools to ensure proper placement of any 6th, 7th, or 8th grade student who is initially identified in the AIG program. The transition from middle school to high school will continue to include a close working relationship between the middle school specialists, parents, students, and high school personnel to ensure registration that accurately reflects the needs and abilities of students.

The AIG Plan Writing Committee sees the need for a higher level of service to students enrolled in the district's high schools. Having discussed and explored a number of potential sources for this additional service, the Committee has formed and delivered the suggestion to the principal at Davie County High School that a reorganization of the school counselors' duties such that one counselor be assigned responsibility for all AIG students who enter that school, with a concomitant reduction in his or her other student load (usually assigned alphabetically), would result in consistent guidance and communication for all AIG students. This arrangement would further allow one counselor to sharpen his or her knowledge of the AIG plan and program and the needs of AIG students, resulting in more complete service to high school students.

- Planned Sources of Evidence:**
1. Gifted Services Teams agendas/minutes
 2. Transition meetings between specialists at different grade spans
 3. High school registration documents
 4. Student schedules
 5. Student folders
 6. Scheduling information passed from Gifted Services Teams to administrators
 7. DEPs/IDEPs

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 Focused Practice for 2013-2016.

Rationale: Davie County Schools continues to be committed to the identification of all students eligible for and in need of AIG services, and that commitment will result in continued efforts to intentionally seeking AIG students among traditionally under-served populations. As more students from a diversity of culturally and ethnic backgrounds are screened and identified for the AIG program, closer connections with parents and families and with counselors and other support personnel will better serve the needs of a more diverse student population. Likewise, as the number of twice-exceptional students being screened and identified increases, the need to work more closely with the exceptional children's teachers and staff will be a logical progression in providing the best services possible for these students, hence the need to continue a focus on this practice.

- Goals:**
1. The AIG specialists will emphasize open lines of communication with parents and families throughout the school year to facilitate family involvement.
 2. Gifted Services Teams will invite and encourage the attendance of school principals, exceptional children's teachers, ELL teachers, and other personnel important to the service of the school's particular AIG populations to at least one meeting during each school year in the planning cycle.
 3. AIG specialists avail themselves of opportunities to share planning and staff development time during the school day, at after-school workshops and meetings, on early release days, and on professional workdays with counselors, exceptional children's teachers, ELL staff, and other personnel important to the service of the AIG students they serve.
 4. The AIG specialists will participate in the development of IDEPs for twice exceptional students and in the development of educational plans for ELL students who are identified as AIG.

Description: The AIG specialists will include various contact information among the materials distributed during the parent meetings at the opening of school, such as telephone numbers and extension numbers, email addresses, planning times, and website addresses. Specialists will contribute to teacher, team, and school newsletters to emphasize the complementary roles of AIG services and regular classroom instruction. The AIG specialists' websites will be maintained and kept

current, so that visitors will recognize the relevance of this form of communication.

Special invitations will be issued to principals, exceptional children's teachers, ELL teachers, and other personnel to at least one meeting of the Gifted Services Team each year. Preferably, this should be either the first meeting of the year, during which placements and services are reviewed for each student and group of students, or the last meeting of the year, when student placement and services for the next school year are discussed and decided upon.

At each school they serve, AIG specialists will find out the common planning times for grade levels or subject departments and attempt to align their schedules to allow periodic meetings with faculty members in these small groups. Likewise, the specialists will discover the planning times for exceptional children's teacher(s) at the schools they serve and attempt to order their lives to make opportunities to meet formally and informally. On early release days and professional development days, when the AIG specialists meet together as a group, they will invite other professionals, such as exceptional children's teachers, counselors, or ELL teachers to meet with them.

For each twice-exceptional student or ELL student identified as AIG, the AIG specialist will participate in the development of the IDEP or service delivery program for the student.

- Planned Sources of Evidence:**
1. Agendas/minutes of Gifted Services Team meetings
 2. Agendas/minutes of School Improvement Teams
 3. Agendas/minutes of faculty meetings
 4. DEPs/IDEPs
 5. Plans for ELL students who are also AIG
 6. Minutes from grade level/department meetings
 7. Contact information listed among materials presented to parents
 8. School/teacher/team websites
 9. AIG specialists' 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 Maintained Practice for 2013-2016.

Rationale: The level of communication and collaboration between and among AIG specialists, counseling personnel, regular education teachers, parents and families, and others in the school community currently meets the needs for cooperation in the fulfillment of the social and emotional needs of our AIG students. Survey results from both parents and students indicate a high level of satisfaction with the support given AIG students' social and emotional needs in the current program.

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

Description: At each school, the Gifted Services Team (GST) has, as standard membership, a school counselor, regular education teacher(s), the AIG specialist, and an administrator. This team is charged with oversight of the services for AIG students in the school, and the team works with and communicates with parents/families as a regular course of action. These teams share information at each transition point between grade spans as students move from one school to another to ensure that knowledge of particular needs, academic, social, or emotional, comes to the attention of the school receiving the student.

As noted in other places in the plan (e.g. Practice E above) the Plan Writing Committee recognizes that further support from a school counselor targeted to the AIG population at the high school level would be a valuable addition, and suggestions are being shared with the high school administration to address this need.

Planned Sources of Evidence: See the Planned Sources of Evidence at Standard 2, Practice F, and Standard 4, Practice F.

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 Focused Practice for 2013-2016.

Rationale: For the vast majority of students the current array of services and delivery options meet their individual needs. The system has built into it the opportunity, particularly in math, to accelerate an individual student's instruction and placement beyond the "set" array of services and delivery options. For example, in recent years a few students have progressed through the math curriculum quickly enough to complete Algebra I in 7th grade, readying them for geometry in the 8th grade, and the system has had the flexibility to accommodate this rate of acceleration. On occasion, individuals have been accelerated beyond even this additional year's curriculum added to the usual pace of instruction and have completed Algebra I, geometry, and Algebra II during the middle school years, and again the system has found the flexibility and resources to accommodate the needs of these students.

Current district initiatives, the Davie County STEM Center and Pipeline, hold the promise to afford accelerative options beyond those held in the current AIG plan.

- Goals:**
1. Increase awareness among middle school students of the Davie High School STEM (Science, Technology, Engineering, and Math) Center and Pipeline in order to encourage participation, particularly among under-represented populations.
 2. Ensure direct contact between the AIG specialists at each middle school and those students invited to participate in the STEM Pipeline to provide encouragement for those students to participate.
 3. Collect data and information regarding the STEM Center and Pipeline and their impact on AIG students (participation rate, course registration, class grades, standardized test scores).
 4. Collect data and information from parents and students regarding the STEM Center and Pipeline.

Description: The STEM Center at Davie High School and the STEM Pipeline emphasize connecting within and between the core subject areas, math, science, English, and social studies. This curriculum meaningfully integrates technology with practical application. The programs introduce and engage students in the Engineering Design Process. Finally, they highlight the role of STEM in the global society.

The STEM Pipeline will provide summer opportunities for a certain population of 6th grade students predicted by EVAAS to have a 85 to 100% likelihood of scoring at level 4 on the high school Biology EOC. These students will be exposed to the problem solving pedagogy espoused by CERTL in conjunction with Wake Forest University School of Medicine. In a parallel track, as many as 20 middle school and high school science teachers will receive professional development in the same pedagogy from CERTYL trainers, so that in theory students will experience problem solving pedagogy during the summer in a camp setting and then be taught using the same pedagogy in the classroom setting with the school year starts. This Pipeline will operate with the intention that more students will experience greater success, particularly in math and science classes, and will be more motivated to enroll in advanced and AP science and math classes as they progress through high school.

Planned Sources of Evidence: 1. Announcements of professional development opportunities for STEM staff and middle school and high school science teachers.

2. STEM student surveys and survey results.

3. STEM parent surveys and survey results.

4. Announcements and updates from the STEM website.

5. Testing data from STEM Center students and students who participate in the STEM Pipeline

6. Invitation lists and enrollment lists of students for the STEM Pipeline.

7. High School course registration beginning with the 2015-16 school year, when current 6th grade students enter high school.

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: During the last three-year plan cycle, Davie County Schools made slight improvement in identifying an AIG population that more closely reflects the overall student population. Both the number and percentage of Black, Hispanic, and Multi-racial students in the identified AIG population

increased significantly over these three years. Our AIG population remains predominately White, however, our overall student population becomes increasingly more diverse ethnically over time. Personnel and budgetary considerations hindered the completion of many of the goals set in the previous plan, so this plan will continue to focus on this practice with similar goals in mind for making improvements in our practice. A chart detailing the AIG student population in comparison to the overall student population is in a document entitled "AIG Student Populations Chart" in the Appendix attached to Standard 1.

Additionally, all previous district AIG plans have focused almost exclusively on the Academically Gifted child. The identification of Intellectually Gifted children will be an intentional portion of the current planning cycle.

Goals:

1. Increase awareness among AIG staff of opportunities for staff development in accommodating the specific needs of students in traditionally underrepresented populations.
2. Collect data and information regarding services to underrepresented populations from those students currently being served.
3. Collect data and information from parents and families regarding services to underrepresented populations.

Description: As announcements of staff development opportunities from such organizations as NCCAT, the Piedmont Triad Educational Consortium, and the Northwest RESA are received in the district curriculum office and in the hands of the AIG specialists, an intentional focus will be made on identifying staff development offerings aimed at meeting the needs of cultural and ethnic minorities, economically disadvantaged students, English language learners, the highly gifted student, and twice-exceptional students. The curriculum staff will forward these announcements to the AIG specialists, who will consider the possibilities of attendance based on scheduling and budgetary constraints.

The AIG specialists will, with the assistance of the AIG director and the technology staff, refine the brief (<10 questions) survey to be made available to current AIG students. The survey will focus on open-ended questions with written response seeking input about what services students find valuable and how services might be improved for students. Students will be given the opportunity to identify their cultural/ethnic status and LEP status, so that responses may be disaggregated to seek direct input from those students who identify themselves among these traditionally underrepresented populations.

The current Parent/Family Survey given to the families of AIG students annually will be revised and made available as an on-line survey. A small number of questions on the parent/family survey under a heading such as, "If your student is a member of any of these populations of students: a non-white ethnicity, economically disadvantaged, English language learner, or twice-exceptional, please complete this section." These questions will be written to elicit feedback about any additional services which might be valuable for students in these traditionally underrepresented populations.

See also the Descriptions for Standard 1, Practice C, and Standard 4, Practice F.

Planned Sources of Evidence:

1. Announcements of staff development opportunities featuring the needs of traditionally underrepresented populations.
2. Student surveys and survey results
3. Parent surveys and survey results

See also the Planned Sources of Evidence for Standard 1, Practice C and Standard 4, Practice F.

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 Maintained Practice for 2013-2016.

Rationale: Davie County Schools offers a wide array of extracurricular programs and activities open to all students. Though not specifically aimed at AIG students, these activities include many that would enhance and further develop the needs and interests of AIG students. Nearly any extra- or co-curricular club or organization offered at any of the schools could prove to be an enhancement for the particular needs or talents of a given student, whether AIG or not. Beginning with choruses, robotics clubs, student governments, art clubs, and PE clubs in the elementary schools, following through with Beta Clubs, service organizations, co-curricular clubs, performing classes and clubs, and athletics in the middle schools, and culminating in the extraordinary array of clubs and organizations (including the National Honor Society and Science Olympiad), performance opportunities, and athletic teams available at the high school level, students are presented with a smorgasbord of choices to meet their interests and fulfill their needs.

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

Description: The schools will continue to offer the array of extra- and co-curricular opportunities they have traditionally offered. These opportunities are advertised to all students through verbal announcements, school television broadcasts, "rolling" announcements on television and computer screens in classrooms and cafeterias, and frequently in newsletters and on websites. Each school has some designated person whose task is to present recognition of student accomplishments and student organization accomplishments to the local newspaper, and this recognition helps to spur interest in student participation.

Planned Sources of Evidence:

1. Student participation in extra-curricular activities
2. Student participation in co-curricular activities and clubs
3. Samples of announcements shared with students
4. Membership in clubs particularly aimed at the recognition of academic accomplishment (Beta Club, National Honor Society, Math Counts, Science Olympiad)

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 Maintained Practice for 2013-2016.

Rationale: Various levels of communication and partnership exist within the AIG program for Davie County Schools. Communication with parents begins with the initial letter identifying a student as eligible for AIG placement and inviting the parent and student to meet with the AIG specialist to learn about the program and continues with letters and meetings at least yearly through the course of the student's identification in the program. In addition, teacher email addresses and telephone numbers are constantly available to parents to provide timely and convenient avenues of communication. District, school, and teacher websites also provide a valuable means for teachers and administrators to communicate with parents. Teacher- and student-led conferences are held at least once each year at the end of the first quarter, and frequently occur more often. Parents and students also enjoy the fruits of the district's partnerships with Davidson County Community College, Appalachian State University, Duke University, the Davie Community Foundation, the Mebane Foundation, North Carolina New Schools, and the Center of Excellence for Teaching, Research and Learning.

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

Description: Teachers, AIG specialists and administrators will continue to communicate with and respond to communication from parents and families through the channels that are already open in the district. Letters, conferences, emails, telephone calls, websites, and surveys will form the basis for most of this communication back and forth with parents, families, and members of the community. The Connect-Ed system will also continue in use in the district.

Those partnerships which already exist with institutes of higher learning and philanthropic foundations will continue to be important supports for the AIG program, along with the whole school system. As the Davie High School STEM Center and the STEM Pipeline develop and unfold over the course of the next few years, these partnerships will be expanded to include various other institutes of higher learning and to include important links to local businesses.

See also the Description section for Standard 4, Practice F.

Planned Sources of Evidence: 1. DEPs/IDEPs

2. Annual Reviews
3. Parent meetings
4. Conferences
5. Surveys
6. Enrollment in classes through DCCC and the i-campus

7. Collaborations with DCCC
8. Websites
9. Contact information for teachers distributed to families
10. STEM partnerships

See also the Planned Sources of Evidence for Standard 4, Practice F.

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 local AIG plan and information about the AIG program are shared with parents and families annually at parent meetings. Each student's DEP or IDEP contains information about the AIG program and how it will be tailored to meet the student's needs. AIG specialists and classroom teachers are available for communication with parents via email or telephone, and this information is provided to parents as part of the materials distributed at the parent meetings, and it is available on school and teacher websites. The local AIG plan is a public document and is available at any local school. A new, user friendly district website with information about the AIG plan and links to each AIG teacher's website is nearing completion, and this tool will enhance the availability of information to stakeholders. A revitalized District AIG Oversight Committee has already improved the sharing of information and the involvement of stakeholders.

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

Description: Teachers, AIG specialists and administrators will continue to communicate with and respond to communication from parents and families through the channels that are already open in the district. Letters, conferences, emails, telephone calls, websites, and surveys will form the basis for most of this communication back and forth with parents, families, and members of the community. The Connect-Ed system will also continue in use in the district.

The local plan, when approved by the local Board of Education will be posted on the district website to further enhance the public nature of the plan.

The District AIG Oversight Committee, composed of interested parents, members of the local Board of Education, school administrators, AIG specialists, general education teachers, and district administrators, has been revitalized over the last planning cycle. This committee reviews student and parent survey data annually, identifies areas of need within the program, and communicates through the director charged with oversight of the AIG program to all district administration and the budget decision makers. This group has provided invaluable input to both policy and budget decisions about the AIG program, and its function will remain vital to the health of the program.

- Planned Sources of Evidence:**
1. The completed plan posted on the district website
 2. Meeting schedules and notes from the AIG Oversight Committee
 3. Parent and student surveys
 4. Teacher contact logs
 5. Records of parent conferences and meetings

Other Comments:

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 current array of services and service delivery options were developed through the work of a taskforce including administrators, teachers, AIG specialists, students, parents, and Board of Education members. As part of the 2013-2016 planning cycle, administrators, AIG specialists, Board of Education members, and parents from each school in the district were involved in the writing, reviewing, and editing of the proposed plan. The District AIG Oversight Committee monitors and evaluates the AIG program at least annually. This committee includes in its membership administrators, teachers, AIG specialists, members of the local Board of Education and parents. Other stakeholders will be invited to participate in the work of the committee as appropriate.

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

Description: An AIG Plan Writing Committee, composed of a district administrator, school level administrators, members of the local Board of Education, general education teachers, the AIG specialists, and invited parents from each school in the district, reviewed the 2010-13 AIG plan in its entirety and suggested changes, edits, additions and deletions. These modifications were then incorporated into the current plan, so this plan is the collaborative work of a vast array of stakeholders reflecting the entire AIG program.

The district curriculum team and director of the AIG program will work with the District AIG Oversight Committee to at least annually revisit the AIG program and evaluate its strengths and needs. The membership of this committee will be updated each year to attempt a reflection of the diversity of the AIG student population and to ensure the representation of all schools and grade spans.

- Planned Sources of Evidence:**
1. Attendance records for AIG planning sessions
 2. Membership of the AIG District Oversight Committee
 3. The final draft of the local AIG plan approved by the Board of Education

Other Comments:

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 Maintained Practice for 2013-2016.

Rationale: Information about opportunities available to AIG students is communicated to parents, families and the school community through those channels of information that are traditionally used for such communications. School and teacher newsletters, information in the local newspaper, school and teacher websites, emails, Connect Ed messages, and student handbooks all feature some information about opportunities available to AIG students. The Davie County Schools district makes many efforts to provide information in the native language of parents, and very often we are successful. Like most other such efforts, we do sometimes fall short.

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

Description: Schools and the district will continue to hold parent meetings to inform parents of opportunities available to AIG students. Those other forms of communication available to the district, schools, and teachers will also continue to be employed to disseminate information about such opportunities. Translations of information for those parents who do not speak or read English will be sought through bilingual members of school faculties and bilingual volunteers who will provide translations. On-line translation tools will be used as a less desirable option when more accurate translation methods are not available.

The district has begun an effort to have the forms and vital parent information for the AIG program translated into Spanish, which is the predominate language spoken by our parents who are not native English speakers. Forms such as the DEPs, notification letters, permission to test students, and the procedure to resolve disagreements either currently are available in Spanish or are in the process of being translated.

Planned Sources of Evidence:

1. Parent meeting agendas/minutes
2. DEPs/IDEPs
3. Postings on teacher, school, and district websites
4. Newsletters from teachers, teams, or schools
5. Translated documents

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: Frequently, the development of partnerships with institutes of higher education, local businesses and industry and other corporate stakeholders in the community is best handled in a school district through a single, or by all means a small number, of conduits. Currently, Davie County

Schools has developed a partnership with North Carolina New Schools to establish Davie County High School as a STEM Affinity School in the New Schools Network. This partnership, which parallels the partnership already in existence between the district and New Schools through Davie County Early College High School, resulted in the establishment of the STEM Center at Davie County High School. In conjunction with the STEM Center, the district is building toward significant relationships with Wake Forest University, its Medical School, and Wake Forest University Baptist Hospital, beginning with the STEM Pipeline training for students and teachers. The most advantageous way for these budding partnerships to benefit the AIG program is to establish within each partnership an interest and bent toward supporting the program and its students, rather than attempting an additional partnership. Therefore, the focus for this practice will be to establish a mutually beneficial relationship between the AIG program and the STEM and New Schools efforts in the district.

Additionally, the district is undergoing a reformation in how it conducts business with the recruitment and deployment of volunteers, including parents/families and other community members. As part of this process, potential volunteers will be given the opportunity to choose with some specificity where in the schools' programming they wish to serve, in what capacity they wish to serve, and to what extent they wish to be involved. One of the choices that will be offered in this volunteer system will be the opportunity to serve in specific schools in some capacity with the AIG program, with the option to serve as a classroom volunteer, as a classroom presenter of information or applications, or even as the leader of such extensive volunteer efforts as coaching an Odyssey of the Mind team. By coupling with this effort, the goals of the AIG program will be well served through an extensive effort to contact and recruit from across the district's community.

- Goals:**
1. Seek specific support for the AIG program as partnerships are formed between the school system and institutes of higher education as part of the STEM and New Schools initiatives.
 2. Seek specific support for the AIG program as partnerships are formed between the school system and businesses and industries as part of the STEM and New Schools initiatives.
 3. Seek specific support for the AIG program as partnerships are formed between the school system and county and municipal governments as part of the STEM and New Schools initiatives.
 4. Ensure the inclusion of opportunities for school volunteers to develop partnerships with the school AIG teachers and programs through the district volunteer recruitment and deployment program.

Description: As partnerships are formed between the school system and institutes of higher education, the AIG director and AIG specialists will seek to develop opportunities for students to enroll in expanded on-line and virtual classes through these institutes. Possible other avenues for support for the AIG program through these partnerships would be the establishment of more opportunities for dual enrollment for high school students, in-service and graduate course opportunities for teachers and other professional staff, visitations from college faculty for classroom enrichment, or interaction between Davie County students and college students for tutoring or question/answer sessions.

As partnerships are formed between the school system and businesses and industries, the AIG director and AIG specialists will work with those business leaders to identify ways specific businesses and industries could support the AIG program. Such opportunities could include the visitation of business and industry personnel to enrich classroom experiences, information and experiences for teachers in understanding the academic skills sought by those businesses and industries, or the loaning or provision of specific equipment needed to provide students classroom experiences related to specific industries or businesses.

As partnerships are formed between the school system and local governments, the AIG director and AIG specialists will work with the leaders of those governments to identify ways in which the government agencies and the AIG program could be mutually supportive. Those opportunities might include government leaders visiting classrooms to enrich the classroom experience or students visiting governmental agencies to better understand the workings of local government.

As the district transitions to a new system for recruiting and deploying volunteers, the AIG director will work with the Public Information Officer and the Human Resources department to facilitate choices for potential volunteers to target their services to the AIG program. These choices could include classroom assistance at a particular grade level, making presentations to students about the application of specific knowledge or skills in the volunteer's line of work or life experience, coaching an academic team such as Odyssey of the Minds, serving on a committee at the school or district level, or other means of supporting either the district AIG program or the AIG program at a specific school.

Planned Sources of Evidence: 1. Additional course opportunities available to students through institutes of higher learning.
2. Evidence of classroom visits by faculty from institutes of higher education, business partners, or local government officials.
3. Partnerships formed through STEM and New Schools.
4. Increased parent/family volunteer opportunities within the AIG program.

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: The local AIG plan was written with input from a broad sampling of the local school community. This plan was approved by the local Board of Education and submitted to the State Board of Education and the North Carolina Department of Public Instruction. The current plan is being written following the guidelines and template provided by NCDPI and includes the information mandated by Article 9B. As is the intention of NCDPI, this plan will be reviewed at least annually to determine if focused practices are making headway toward their goals and if maintained and future goals need to be given more specific attention.

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

Description: Davie County Schools' AIG plan is being developed with input from AIG specialists, administrators from the district and school level, teachers, parents, and local Board of Education members. Beginning with the 2010-13 plan, this AIG Plan Writing Committee established 6 subcommittees, each charged with reviewing one of the plan standards. These subcommittees brought suggestions for changes and edits back to the larger committee for review. Following this review of the entire proposed new plan, a single author put the 6 standards back together into a unified whole, which was again reviewed by the whole committee before submission to the local Board of Education.

The current written plan follows the guidance of the template provided by NCDPI for the preparation of the plan, including the examination of each of 48 practices within 6 standards to determine the extent to which the LEA needs to focus attention in those areas. The requirements of Article 9B are included among the 48 practices.

Planned Sources of Evidence: 1. The written plan
2. Local Board of Education approval
3. Documentation of submission to the State Board of Education and NCDPI

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: Currently, communication between and among AIG specialists, school administrators, and school level Gifted Services Teams ensures the implementation of the plan. Parent and student surveys are administered annually, and the results of those surveys are aggregated and disaggregated by the director charged with oversight of the program. Results are shared with the District AIG Oversight Committee, and that body uses the survey results to make suggestions for change to the program or to the implementation of the program. In addition, each school maintains a Gifted Services Team as its local monitoring body for the AIG program.

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

Description: School level Gifted Services Teams will continue to function with the AIG specialist for the school and a member of the school administration as members to monitor the fidelity of implementation at the school level. The District AIG Oversight Committee will continue to use input from teachers, administrators, and parents who are members of the committee, along with results from the parent and student surveys as to monitor and review the plan and program.

As with all programs, building principals and assistant principals will be made aware of the provisions of the plan and the expectations for implementation, and they will play key roles in monitoring the plan implementation. District administrators will also monitor the plan's implementation through school and classroom visits and observations.

Planned Sources of Evidence:

1. Agendas/minutes of GST meetings
2. Agendas/minutes of AIG District Oversight Committee
3. Parent Surveys
4. Student Surveys
5. Principal and other administrators' records of classroom visits and teacher observations

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: The LEA AIG director works with the district finance officer to allocate a combination of state and local funds well beyond the state allotment (\$319,333 for 2012-13) for the AIG program. As state policy allows, a portion of the PRC 034 allotment is transferred to other budget uses, but the program actually benefits from this shift in funds, and the total allotment from both local and state funds significantly exceeds the state funding. As with all other funding in the district, the AIG program budget is audited at least annually by both an internal audit and by external auditors, and no findings have been evident.

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

Description: Annually, the local AIG director works with the LEA finance officer to maximize the efficiency of spending for the AIG program. Taking into account the length of tenure and level of education attained by the AIG specialists, good management dictates that many of those specialists should be paid from the state teacher allotment rather than from the PRC 034 budget, which is a dollar amount allotment. This decision making process results in the AIG program actually having a greater number of actual dollars spent on personnel and benefits than the state allotment would allow. Because the district has placed an emphasis on meeting the needs of the AIG population, the combined state and local spending for the program has grown significantly over the course of the last planning cycle. Nearly 100% of this spending is devoted to the support of salaries and benefits for personnel.

The local AIG director will continue to work with the finance officer and the district budget committee to establish and monitor the AIG program's budget. In as much as the state funding is not likely to increase, as is the case with local funding, the vast majority, if not the entirety of the budget will be used to support the AIG specialists serving our schools. Auditing will continue both internally and from outside auditors.

Planned Sources of Evidence: 1. Budget documents
2. Audit documents
3. Teacher licensure

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: The Davie County Schools district is attentive to data from myriad sources targeted to numerous purposes. Data for the AIG program is fairly limited to EOG and EOC data as it is disaggregated by hand within the district and within individual schools. Various teachers and administrators at the school and district level use EOG and EOC data and EVAAS data to draw conclusions about the performance of students in the AIG program; however, this effort has not been formalized or standardized across the district. Certain accountability changes afoot in public education make focusing on data for AIG students a need for intentional focus. The inclusion of AIG students as a subgroup in North Carolina's accountability model, coupled with the advent of Common Exams and other Measures of Student Learning affecting all teachers' evaluation, brings the examination of all available data to the forefront for all teachers.

Goals: 1. The AIG specialists will collaborate with the Responsiveness to Instruction (RtI) coordinators to identify means of progress monitoring for AIG students.
2. Classroom teachers and AIG specialists will be encouraged and facilitated in their use of data from EOGs, EOCs, Common Exams and district benchmark assessments to guide instruction for AIG

students.

3. The district Dropout Prevention Committee will add the AIG status of students to the data collected and examined for each dropout annually.

Description: Each school in the district maintains an RtI program for the purpose of identifying and monitoring students who show a lack of progress academically. The coordinators of these programs have developed a set of tools for screening students for academic deficits, programs aimed to bolster those deficits, and means for monitoring the effect of those programs. As the AIG specialists set about gathering information and data about the response of AIG students to the instructional programs they are provided, the RtI coordinators should make a natural partnership for examining tools, programs, and progress. A symbiotic relationship could develop between the AIG specialists and the RtI coordinators as each learns from the other.

As the district transitions from NC Wise to PowerSchool as the program for gathering and maintaining student records, the AIG specialists will be trained in the program along with the rest of the teaching force. The specialists will focus their attention on the data tools available in this program and learn the means of disaggregating data to isolate AIG student scores and results. They will share this knowledge with the general education teachers who work with AIG students. The disaggregation of data will, when combined with the skills and knowledge garnered from the collaboration between the AIG specialists and the RtI coordinators, provide a basis for establishing a baseline for student learning from which to measure growth in subsequent testing situations.

The District Dropout Prevention Committee meets each year to examine data on each individual who drops out of the high school programs of the district. In the past, such data as the number of high school credits attained by individuals, the attendance records of individuals, participation in sports and clubs, and disciplinary status were gathered and examined for each student. In future years, this committee will be asked to include AIG status in the data gathered for each dropout. The district intentionally uses this data to augment our knowledge about which students are at great risk for dropping out of high school, so that the individual symptoms can be addressed.

Planned Sources of Evidence:

1. Meeting notes from the AIG specialists noting their collaboration with the RtI specialists
2. Progress monitoring tools in place for AIG students
3. Disaggregated data from EOG, EOC, Common Exams, and district benchmarks for AIG students
4. Data gathered by the District Dropout Prevention Committee on the AIG status of students who drop out of high school

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 Focused Practice for 2013-2016.

Rationale: During the 2010-13 planning cycle, the Davie County AIG Plan included numerous practices to focus on the identification of and service to students from under-represented demographic groups. While some progress has been made in the identification of students from these groups, the AIG population remains dissimilar from the overall student population in significant ways. Therefore, the district will best serve students by maintaining vigilance in monitoring our progress in this area.

Goals:

1. Data will be collected annually describing the subgroups from which the district AIG population is drawn.
2. This data will be reported to each school's Gifted Services Team and the AIG District Oversight Committee.
3. Data which reflects the subgroups from which students exiting the AIG program will be collected annually.
4. This data will be reported to each school's Gifted Services Team and the AIG District Oversight Committee.

Description: The AIG program director will consult with the district testing director, the district NC Wise/PowerSchool coordinator and the district school food services director to compile data on the subgroups to which the identified AIG students in the district belong. As the information about free and reduced lunch is privileged information, this part of the profile will necessarily be aggregated data. The AIG program director will consult with the AIG specialists to determine what students have exited the AIG program each year and will consult with the testing director, NC Wise/PowerSchool coordinator, and school food services director to compile data on these students. This information will be compiled into a brief written report and chart.

The report and chart will be made available to the Gifted Services Teams at the individual school and will be presented at a meeting of the AIG District Oversight Committee.

Planned Sources of Evidence:

1. Data compiled on the subgroups to which AIG students belong
2. Data compiled on the subgroups to which exiting AIG students belong
3. Reports to school-level Gifted Services Teams
4. Reports to the AIG District Oversight Committee

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: Data regarding the credentials of all faculty members in the school district are compiled and maintained in the district and are available to principals and others who need that data to schedule classes and students. Part of the selection criteria for our AIG specialists is that they hold a current AIG certificate, and each of our specialists currently holds that certification. The Human Resources office currently maintains a listing of all teachers and administrators in the district who hold

AIG certification.

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

Description: Principals will continue to be made aware of those faculty members who hold AIG certification, so that AIG students may be scheduled for services with certified teachers whenever possible. The AIG specialists in the elementary schools and middle schools will continue to fulfill the need for AIG certified personnel overseeing and providing instruction and support to the students in the AIG program.

Funds from the state 034 allotment will continue to be used to employ AIG certified personnel to work with the AIG program. Funds from the local supplement to this budget will likewise be used to employ AIG certified teachers as necessary and as the budget allotment allows. The Human Resources department will continue to maintain lists of AIG certified personnel by school.

Planned Sources of Evidence: 1. Lists of AIG certified personnel
2. Budget reports and audits from state 034 funds and local supplementary funds
3. Student schedules

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: As indicated in various places elsewhere in the plan, the AIG District Oversight Committee serves as the advisory group which meets regularly to review all aspects of the local AIG program and make recommendations for program improvement. This committee was revitalized during the 2010-13 planning cycle and functions now as a most important monitoring and advisory body. The committee is formed of representatives from school administration, parents, general education teachers, AIG specialists, and district administrators.

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

Description: The AIG District Oversight Committee will continue to serve the purpose of reviewing all aspects of the district AIG plan and program and to make recommendations for improvement of the program. As the AIG program director and curriculum team work with the school AIG specialists and administrators to revise the membership of the AIG District Oversight Committee, care will be taken to include parents/family members of AIG students that represent the diverse populations in the program, teachers of the gifted, and other professional staff. Care will also be taken to include among these parent representatives some number of parents who also represent local businesses in decision making positions.

Planned Sources of Evidence: 1. Membership listing of the AIG District Oversight Committee
2. Agendas and minutes of the meetings of the AIG District Oversight Committee

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: The district has established various feedback channels for parents/families, students, teachers, and other stakeholders to the AIG program. The district web presence is in the process of being updated, with a newly developed website and a transition to Google tools for teacher, student, and parent communication. With this new web presence, teachers will have the ability to set new channels for two-way communication beyond the teacher email already in place. These tools, in addition to the parent/family surveys, student surveys, District AIG Oversight Committee, and the local school Gifted Services teams and parent meetings, will generate still greater opportunity for feedback regarding the program.

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

Description: During the 2010-13 planning cycle, the district revised and re-deployed student and parent survey instruments. The student instrument has been given on-line for the last two years and will continue in that format for the foreseeable future. The parent survey has been distributed as a paper-and-pencil survey and the results have been compiled manually. Beginning with the 2013 parent survey, this feedback channel will also be placed in the on-line environment, making its completion more convenient for many parents and families, and facilitating the compilation of data.

The district has developed and is maintaining a new website during the current school year. This site invites feedback from all users by making email addresses and telephone numbers abundantly available to all who use it. At all schools, teachers have been trained in the use of Google tools for education, including the development of websites available for all teachers' use, linked to the district website. Again, all teachers' email is available from the teacher website at the click of a mouse, making two-way communication simple for all users.

The District AIG Oversight Committee includes membership from all areas of stakeholders and is a conduit for feedback from each school population to district administration. Each school has a Gifted Services Team with representation from many stakeholders, allowing direct feedback at the school level. All parents are invited to attend at least one AIG conference annually, giving an avenue for individual parent/family or student feedback to the program.

Planned Sources of Evidence: 1. The district website
2. Teacher websites, including the AIG specialists
3. Parent survey results

4. Student survey results
5. Meeting records from the District AIG Oversight Committee
6. Meeting records from the school GSTs
7. Records of parent meetings

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: Various levels of review are put in place with the current plan. At the school level, the Gifted Services Team meets regularly to review the program and plan at the individual school level. These teams will have at their disposal the various EOG and EOC data available for all students, as well as any specialized EVAAS data developed by teachers or administrators at the individual sites, and results from parent and student surveys from the school. The AIG District Oversight Committee meets regularly to review the program and plan from the district perspective. This committee will have for its review any feedback or suggestions for revision from the individual schools' Gifted Services Teams, the various EOG and EOC data aggregated to protect the identities of individual students, specialized EVAAS data developed by the AIG program director or others, and the aggregated and disaggregated results from parent and student surveys from the schools and district. From these data and feedback, the AIG District Oversight Committee can collaborate with district administrators to propose changes to the local plan for consideration by the local Board of Education. The focus on Practice D above will result in new data sources to inform this program improvement structure.

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

Description: The Gifted Services Team at each school will meet periodically, and at least once annually the primary order of business will be the review of data from student testing and parent and student surveys to evaluate the school AIG program. From the examination of these data, the Gifted Services Team at each school may develop written recommendations for revision to the plan or to the program. These written recommendations will be submitted to the AIG program director for report to the AIG District Oversight Committee.

The AIG District Oversight Committee will meet periodically, and at least once annually the primary order of business will be the review of data from student testing and parent and student surveys to evaluate the district AIG plan and program. As part of these data, any reports and recommendations from the various school Gifted Services Teams will be reviewed and considered. If the AIG District Oversight Committee agrees that revision to the district AIG plan is desirable or necessary, the committee will consult with the AIG program director to formulate written change to be submitted to the local Board of Education. The program director will work with other district personnel as necessary to write changes to the plan for Board approval.

Planned Sources of Evidence: 1. Agendas/minutes of Gifted Services Team meetings

2. Recommendations from Gifted Services Teams for plan revisions
3. Agendas/minutes of AIG District Oversight Committee meetings
4. Recommendations from the AIG District Oversight Committee for changes to the plan
5. Changes presented to and considered by the local Board of Education and submitted to the State Board of Education and NCDPI if approved.

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: While any evaluation data or information about the local AIG program are not guarded or withheld from public view, neither are they broadly disseminated. Currently, program information is available through communication at parent meetings, what is provided to the local Board of Education in public meetings, and what is available upon request from school sites or the district offices.

Goals: 1. Information from school Gifted Services Team meetings concerning the evaluation of the AIG program will be made intentionally public.
2. Information from AIG District Oversight Committee meetings concerning the evaluation of the AIG program will be made intentionally public.

Description: Each school Gifted Services Team will publish minutes from its meetings concerning the evaluation of the AIG program at least annually on the school website. These minutes will be redacted to protect the identity and privacy of all students and parents, so that only aggregated data or information are published.

The minutes from the AIG District Oversight Committee meetings concerning the evaluation of the AIG program will be published at least annually on the district website. These minutes will be redacted to protect the identity and privacy of all students and parents, so that only aggregated data or information are published.

Planned Sources of Evidence: 1. Minutes of Gifted Services Teams published on school websites
2. Minutes of the AIG District Oversight Committee published on the district website

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: The current AIG plan includes protections for the rights of all AIG students. The plan

includes the due process provisions required by statute. The plan also includes provisions for parents to have students privately tested should a parent contest a student's not being placed in the AIG program. In practice, the AIG specialists are the first line of contact for the resolution of disagreements or questions; the Gifted Services Team provides another layer of responsiveness for the resolution of difficulties; the school principal is available to hear concerns from parents who do not find resolution with the AIG specialist or the Gifted Services Team; and finally the district AIG program director is available for those parents who still do not find satisfaction. Beyond these steps, the local Board of Education Policies provide specific steps for the resolution of concerns or complaints in the district.

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

Description: Throughout the Davie County Schools district, the primary aim of educational policy is to serve the needs of all students. This remains the case for AIG identified students and students whose parents feel that identification should be made, but who do not meet the district criteria, or parents who feel that services are not meeting the needs of their students. The lines of communication and the layers of conflict resolution outlined above in the Rationale for Selection section will remain open for parents and students.

The formal Procedure to Resolve Disagreements is included in Standard 1, Practice E, and in the Appendix for Standard 1. This procedure includes the provisions of general statute.

The district also holds the protection student rights and data as a very important function. All provisions of the Federal Educational Rights to Privacy Act will continue to be upheld in the district.

Planned Sources of Evidence:

1. Provisions of the local AIG plan
2. Provisions of the local Board of Education Policies
3. Documentation of complaints and their resolutions

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Student Populations Chart.doc (*Appendix - Standard 1*)
DCS AIG Service Delivery Planning for Elementary School.doc (*Appendix - Standard 2*)
DCS AIG Service Delivery Planning for High School Level.doc (*Appendix - Standard 2*)
DCS AIG Service Delivery Planning for Middle School Level.doc (*Appendix - Standard 2*)
DCS Elementary DEP.doc (*Appendix - Standard 2*)
DCS High School DEP.doc (*Appendix - Standard 2*)
DCS Middle School DEP.doc (*Appendix - Standard 2*)
DCS AIG Personnel Roles and Responsibility.doc (*Appendix - Standard 3*)