

Davie County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

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Davie County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). 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 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, 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 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$328635.00	\$188570.00	\$5000.00	\$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.

District Response: Communication of the local AIG Plan and procedures is a well-established practice in Davie County Schools. Each school's AIG specialist and Gifted Services Team (composed of the AIG specialist, school administrator, classroom teacher representatives, and counselor) spearhead these efforts and continually refer to the local plan for guidance in their work with students, staff, and parents. There are myriad strategies used to articulate and disseminate procedures for AIG student identification, including electronic, written, and verbal means:

- District AIG Strategic Plan, including identification procedures, distributed to schools
- Parent letters mailed or sent home with students
- Annual parent meetings (with slides and handouts)
- Other parent meetings, such as PTA/PTO, Open House, etc.
- Gifted Services Team meetings
- Information posted on the district and school websites

At the high school level where students self-select Honors, AP and college courses, dissemination of information is improving with the involvement of the Gifted Services Team, the use of the student data system (currently PowerSchool), and improved communication with both staff and parents through the use of technology.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate 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 measures that are based on current theory and research.

District Response: Davie County Schools employs multiple criteria for AIG student identification, including measures of student aptitude, achievement, or potential to achieve, and both quantitative and qualitative evidence to inform placement decisions. However, within the revision of this plan, the Gifted Services Team clarified procedures to improve consistency in the identification of AIG students throughout the district as described in detail below and as summarized in Goal 1b.

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Each school has a Gifted Services Team (GST) that evaluates multiple criteria to determine student eligibility for gifted services. Students are eligible for referral in grades K-12, although formal identification does not typically occur until the beginning of fourth grade. Some students may need a more challenging curriculum in math and/or language arts.

Identification of Gifted Candidates

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

- o TRC or mClass scores
- o Informal Reading Inventories
- o DIBELS Next assessment scores
- o Local reading benchmark scores for reading (3rd grade only)
- o State and/or local assessments for math
- o Classroom performance indicating work at least one year above grade level
- o Observations

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

Formal Gifted Identification

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

- Psychological evaluation that includes off-level testing and assessment of social/personal development
- Achievement
 - o 98-99% based on state norms
 - o Classroom performance at "A" level
- Aptitude - WISC-V 97% full scale score, based on national norms
- Recommendations - from Classroom Teacher, AIG Teacher, Principal, Psychologist, Guidance Counselor
- Anecdotal Information
- Student Interest/Motivation

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

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an aptitude assessment. End-of-grade (EOG) tests serve as the achievement assessments. Students' classroom performance and teacher recommendations include observable quantitative and qualitative attributes. Students are formally identified as Academically Intellectually Gifted (AIG), Academically Gifted in both Reading and Math (AG), Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Intellectually Gifted (IG).

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

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

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

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

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

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

Students who are identified in gifted programs outside Davie County and transfer into the district will be considered for local eligibility based upon individual needs and local service delivery options.

(See appendix for AIG Identification Procedures for information clarified within tables.)

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.

District Response: Identifying under-represented populations of AIG students is an ongoing focus of the district AIG plan. Our AIG sub-group population remains predominantly white, just as our general student population is predominantly white. However, as our overall student population becomes increasingly diverse, the numbers and percentages of underrepresented students identified as AIG continues to increase. (See AIG Student Populations Chart in appendix.)

See Goal 1c below.

Practice D

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

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

- The testing coordinator at each school site is trained by the district Director of Testing in the administration of each test given.
- 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 state/district testing code of ethics is explained to each test administrator, and each administrator signs affirmation that he or she understands and intends to abide by the code. 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 Gifted Services Team at each school, ensuring that multiple professionals view the complete results of testing. The 180 minimum combined score on multiple criteria for formal identification in the AIG program is consistent across the district, and the same information is considered by each Gifted Services Team, including the CogAT results, EOG results, teacher recommendations, classroom performance, any further or alternative testing administered to individual students, and any necessary observations by the AIG specialist.

Practice E

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

District Response: The Davie County Schools AIG plan documents both the identification process and the service options for individual AIG students. The students' Differentiated Education Plans (DEPs) identify the level of service and delivery options for those students individually and collectively. At the elementary and middle school level, AIG specialists:

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

At the high school level, the student's assigned counselor advises each AIG student through his/her

entire high school career.

Due to the self-selection process at the high school level, AIG students receive guidance in developing their own individualized programs of study and course selections within policies and procedures. (See appendix.)

See Goal 1e below.

Ideas to Strengthen the Standard: Goal 1b: To improve consistency and accuracy in identification by clarifying procedures for identification annually:

- Each school's Gifted Services Team (GST) will evaluate multiple criteria to determine student eligibility for gifted services.
 - Students identified must reach a minimum indicator of 180 from the combined components of the Multiple Criteria for Identification.
 - If a student does not meet the 180 indicator requirement but has a superior score of 98 percentile or higher on an aptitude or achievement test, alternative measures including (but not limited to) non-verbal aptitude tests or additional nationally-normed achievement measures may be used to aid the decision-making process.
- (See appendix for AIG Identification Procedures for more information.)

Goal 1c: To increase the number of AIG students from underrepresented populations in alignment with the district demographics, Davie County Schools will utilize the following strategies:

- Train regular classroom teachers, EC teachers, and LEP personnel to recognize characteristics of gifted students beyond standardized assessments.
- As noted in 1b, identification procedures will also include:
 - o a variety of screening or assessment tools
 - o teacher recommendation(s)
 - o classroom performance
 - o observations by AIG Specialists if needed.

Goal 1e: Improve communication with teachers and parents of AIG students at the high school level.

- Conduct GST meetings at the high school level to improve communication, review data/information, and make recommendations for high school AIG programming.
 - Determine the most efficient practice for sharing AIG student identification with high school teachers each semester.
 - Host a middle school AIG student/parent session just prior to 9th grade registration.
- Conduct annual parent and student surveys at high school level.

Sources of Evidence: Sources of Evidence:

- (See evidence noted in 1a response)
- District AIG Plan and Procedures
- Sample Parent Letters
- Meeting Documentation and Materials
- Gifted Services Team Agendas/Minutes

- Assessment training materials
- Assessment results
- Demographic data for district and AIG subgroup

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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.

District Response: A variety of grouping and placement options are available at the elementary and middle school levels. At the high school level, students self-select into honors and AP courses with the guidance and recommendations of teachers, counselors, and AIG specialists.

- Accelerated and advanced content available at elementary, middle, and high school.
- Curriculum compacting at all three levels.
- Differentiated units based on NCSCOS.
- Individualized course of study, including online courses and other options through institutions of higher education (high school).
- Learning centers in regular classrooms for content enrichment (elementary).

Practice B

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

District Response: Students are placed in those levels of service that match their needs. Delivery options, environments, and programs are implemented flexibly for students and groups of students. (See appendix for DEP forms.)

Practice C

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

District Response: To address Common Core/Essential Standards, AIG specialists will continue to be involved in the selection of instructional materials and supplemental resources. Elementary AIG specialists participate regularly in Professional Learning Community (PLC) Meetings, which has proven to be valuable in maintaining consistency across the county.

See Goal 2c below.

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: The following programs incorporate rigorous academic challenges:

- STEM Center at Davie High School
- Davie County Early College High School
- STEM Pipeline Camp for selected rising 7th graders
- Beginning in 4th grade, AIG courses in Language Arts and Mathematics incorporate acceleration and enrichment strategies
- Continued integration of technology tools used for collaboration, student-led research in the classroom, and creative higher-order work
- Robotics after school clubs
- STEM lessons using robotics integrated in the classroom
- Variety of online course offerings at the high school level, including Advanced Placement (AP) and dual enrollment

Practice E

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

District Response: Ongoing assessments include:

- Common assessments
- Quarterly benchmark assessments
- mClass data
- Teacher-generated tests and assessments
- SchoolNet Assessments
- Learning styles inventories

Practice F

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

District Response: Current staffing insures that identified students have contact with AIG specialists at least twice per week. This level of interaction allows each student the opportunity to voice concerns and for specialists to observe needs. We recognize the need for greater support at the high school level.

See Goal 2f below.

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Practice G

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

District Response: Students in K-3 are identified as AIG "Candidates." They may receive:

- Consultation between AIG specialist and classroom teacher
- Pull-out services with AIG specialist for enrichment
- Ongoing monitoring of progress
- Online individualized reading program

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: At the elementary level, we consider this practice completely evident; AIG specialists collaborate across grade spans and across the elementary schools on a regular basis. Due to budget cuts and middle school AIG specialists being assigned to classrooms (vs. pull-out), collaboration with each other and with regular education teachers and other instructional staff at all middle grades is more challenging.

See Goal 2h below.

Practice I

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

District Response: Each student has a DEP that is reviewed annually by the GST and then shared with parents.

(See Appendix for elementary, middle and high school DEP forms.)

Ideas to Strengthen the Standard:

Goal 2c: Davie County Schools will increase the number and variety of research-based supplemental resources for the AIG program.

- Continue to seek out resources that support the development and instruction of students in the AIG program.
- Schedule collaborative PLC time for middle school AIG specialists, while continuing/strengthening the PLC time for the elementary AIG specialists.

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- Using local professional development funds, as budget allows, and seeking outside funding (professional development grants, etc.) AIG specialists will participate in individualized professional development and attend the NCAGT conference annually.

Goal 2f: Davie County Schools will create affective curricular and instructional practices which support the social and emotional needs of AIG students.

- Conduct individual learning conferences with teachers to plan for students' personal growth
- Teach strategies for organization/study skills/time management

Goal 2h: Davie County Schools will increase the collaboration of middle school AIG specialists with one another and with middle school staff at their respective schools.

- Schedule collaborative time for middle school AIG specialists to meet regularly.
- Intentionally plan and schedule collaboration between the AIG specialists, regular education teachers and other instructional personnel at the middle school level.

Sources of Evidence: • School and student schedules

- Differentiated Education Plans (DEPs)
- AIG documentation; student records
- AIG student enrollment in rigorous/advanced courses
- AIG pacing guides
- Davie High STEM Center enrollment
- Davie County Early College enrollment
- STEM Pipeline camp enrollment
- Progress monitoring records
- Benchmark test results
- GST Meeting minutes
- Professional development documentation
- Collaborative meeting minutes
- AIG units/lessons addressing topics, skills, acceleration, enrichment, and/or modification

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.

District Response: Each school is served by a fully-licensed AIG specialist. The district level AIG co-director is AIG-licensed and certified in school administration. Directors work in tandem with the AIG specialists to guide, plan, develop, implement, revise, and monitor the local AIG plan.

Practice B

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

District Response: AIG specialists in each school are fully engaged in the support and implementation of the AIG plan in each school. They serve students in a variety of settings and roles, whether as teacher of record or in a consultative role. In some cases, the AIG specialist pulls students out in a small group, teaches a full class, or co-teaches in an inclusion format. Unfortunately, with ongoing budget constraints, there is not a full-time AIG specialist at every elementary school.

Practice C

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

District Response: At the high school level, teachers responsible for Honors and Advanced Placement classes receive Honors portfolio training and Advanced Placement training, respectively. All Davie County Schools AIG specialists are fully licensed. As needed, AIG specialists provide consultative professional development for regular education teachers who teach AIG students.

See Goal 3c/d/e below.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional

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development requirements for that position.

District Response: Since teachers do not receive additional compensation for acquiring AIG certification, classroom teachers have been hesitant to incur the cost of added licensure. Our county, however, is diligent in placing AIG students in classes with highly-qualified staff. Principals make every effort to schedule AIG students with teachers who hold a state AIG license whenever possible.

See Goal 3c/d/e below.

Practice E

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

District Response: Although some professional development opportunities are available within and outside the district, these are not always well-aligned with AIG program goals or geared toward AIG specialists. Specialists rotate to allow as many as possible to attend state AIG professional development. These opportunities are also affected by budget constraints.

See Goal 3c/d/e below.

Practice F

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

District Response: More efforts are being made to provide time to share quality training and professional development experiences that AIG teachers are able to attend (NCCAT) so that strategies can be implemented to benefit classroom practice.

See Goal 3f below.

Ideas to Strengthen the Standard:

Goal 3c/d/e: Davie County Schools will provide specific and appropriate professional development aligned with goals/best practices for all personnel involved in AIG programs and services.

- Survey staff for professional development topics, such as but not limited to identification of AIG students, differentiation strategies, and best practices for serving gifted students.
- Seek outside professional development offerings to meet teacher needs based on survey data.
- Provide individual school presentations on AIG best practices.
- Organize, provide, and present sessions on instructional strategies and differentiation methods to meet the needs of gifted students at the Davie Experience. (annual local conference-style professional development)

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Goal 3f: Davie County Schools will provide opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

- Plan collaborative time for AIG specialists to share professional development experiences and to improve consistency/alignment of curriculum vertically and across the district.
- Calendar and plan quarterly collaboration meetings between the AIG specialists, regular education teachers and other staff at the middle school level.

Sources of Evidence: • AIG licensure documentation

- o AIG Specialist licensure information
- o List of AIG certified personnel
- AIG specialist daily schedules
- Budgeted funds for professional development
- Documentation of professional development
- o Descriptions of professional development available locally and online
- o NCAGT Conference attendance
- o Davie Experience PD offerings
- o Piedmont Triad Education Consortium (PTEC) PD listings
- o Best practices shared at school faculty meetings and/or PLCs
- o District calendars indicating staff development early release days and teacher workdays
- Honors portfolios
- School and student schedules
- Minutes of AIG specialist meetings

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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 classroom environments, grade levels, and settings.

District Response: K-3 typically receive services through clustered grouping and differentiated center times to pull-out resource time with the AIG Specialist.

Grades 4-5 typically receive services through cluster grouping in the classroom with tiered assignments, through pull-out resource settings with the AIG Specialist, as well as through individualized programs tailored to meet specific needs.

Middle School students typically receive services in advanced class setting in identified areas. This may be with the classroom teacher or the AIG Specialist.

High School students are offered individual conferences with counselors for planning, and self-selecting courses, including Honors, AP, NCVPS, CDM, and Dual Enrollment/Early College.

Practice B

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

District Response: The wide array of services described in 4a is available for students across grade levels from Kindergarten through 12th grade. These services are aligned with student identification results in Reading/English Language Arts and Math. The goals of the AIG program are aligned within the parameters of available state and local funding. As the cost of retaining AIG Specialists has increased at a consistently higher rate than the state allotment allows, Davie County Schools have increased local funding to maintain existing AIG services. Funding provided by the state for AIG programming and personnel has been augmented by over 65% by Davie County Schools for 2015-16.

Practice C

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

District Response: Both classroom teachers and AIG Specialist deliver the AIG program as outlined in the local plan. The district pacing guide is used as a guideline for instruction as outlined in the NCSOS. High school teachers must develop an honors portfolio that is approved by DPI to show honors level differentiation.

Practice D

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

District Response: The AIG Specialists serving elementary and middle schools work with the Gifted Services Teams to disseminate information about the AIG plan and program to the school community.

- AIG Specialists meet with PLCs and SIT
- District AIG Director presents overview of the AIG plan at a Davie County Staff meetings, Principal Meetings, and a Davie County School Board meeting

See Goal 4d below.

Practice E

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

District Response: Elementary and Middle AIG Specialists communicate student data and teacher recommendations/observations as they transition from elementary to middle school.

As AIG students transition to high school, the Middle School Specialists and classroom teachers advise students, parents, and high school personnel to ensure that AIG students are registered for the appropriate high school classes.

See Goal 4e below.

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: We have identified an area of concern regarding the support of the social and emotional needs of the AIG students. Our survey did not reflect the need of additional support, but the AIG teachers and leadership team have identified this as an area for improvement.

See Goal 4f below.

Practice G

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Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: For the majority of students the current services and delivery options meet their individual needs. The AIG program provides the opportunity to accelerate an individual student's instruction. Those opportunities include subject acceleration, cross-grade grouping, grade skipping, CDM, Honors, AP, NCVPS, Dual Enrollment, and STEM.

Practice H

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

District Response: Davie County teachers strive to meet the needs of all students and find it challenging to intentionally program for any specific group. We do recognize that there are strategies that can be put in place to target diverse thinking. While implementing strategies to engage under-represented AIG populations is the goal of AIG and typical classroom teachers, the reality of developing targeted programming across the district remains a challenge.

See Goal 4h below.

Practice I

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

District Response: Opportunities include various extra-curricular programs including, but not limited to, robotics, chorus, student government, Math I and II competitions, Battle of the Books, Beta Club, National Honor Society, National Technical Honor Society, Science Olympiad, Odyssey of the Mind, Envirothon, Math Counts, writing/speech contests, Spelling Bee, STEM enrichment opportunities, competitive CTE organizations (HOSA, DECA, FBLA, etc.), Summer Ventures, and Governor's School. In addition, honors/advanced courses in arts, CTE, and core subjects at the high school level are often linked with clubs/organizations and other valuable after-school learning opportunities.

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: Davie County Schools utilize purposeful but flexible grouping practices to meet the needs of AIG students, including:

- Cross-grade grouping

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- Advanced classes
- Honors/AP classes
- Cluster grouping within classes
- Grade skipping

Ideas to Strengthen the Standard:

Goal 4d: Information for identified AIG high school students will be shared with classroom teachers, administrators, guidance counselors, EC and LEP personnel. (See Goal 1e.)

Goal 4e: Davie County Schools will ensure a continuum of the AIG program, especially during the elementary to middle and middle to high school transitions.

- Host an elementary school AIG student/parent session prior to the end of the 5th grade year to assist with the transition to middle school.
- Facilitate a middle school AIG student/parent session prior to 9th grade registration to prepare students for the increased rigor, share information about honors courses and prerequisites for taking AP classes, and provide any academic guidance specific to gifted students.
- Introduce middle school students to the application process for DHS STEM Center with information about STEM honors and AP course offerings.

Goal 4f: Davie County Schools will support the social and emotional needs of AIG students.

- Offer individual conferences between teachers and students to discuss grades, attendance, progress, peer interactions, and goal setting.
- Give support to students to develop and maintain skills related to organization, studying, and time management.
- Offer individual or small group counseling with a school counselor to address anxiety, social skills, peer relationships, and coping strategies.
- Provide parent resources to assist in understanding their student's individual social/emotional needs as they relate to the complexity of school.

Goal 4h: Davie County Schools will provide intentional strategies and processes for traditionally under-represented AIG populations

- Strengthen "kinder camps" to target students less academically prepared to start elementary school by monitoring and improving consistency across all six elementary schools.
- Provide a K-3 enrichment program for AIG candidates.
- Assist ESL and EC teachers in understanding AIG service options to promote the identification of traditionally under-represented populations.
- Support the implementation of differentiated instructional strategies in all classrooms.
- Encourage ESL students at the high school level to challenge themselves by self-selecting more rigorous courses and to consider applying for Credit by Demonstrated Mastery in their native language.

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Sources of Evidence: • Student and school schedules showing AIG groupings and advanced courses

- Student Differentiated Education Plans (DEPs)
- Budget reports showing state and local funds allocated to the AIG program
- Evidence of flexible groups within schools and classes
- Agendas, minutes, and resources from
 - o AIG parent meetings
 - o School and district staff/principal meetings
 - o School Improvement Meetings
 - o Professional Learning Communities (PLCs)/grade level/department meetings
 - o Gifted Services Team (GST) Meetings
- Transition meetings between different grade spans - attendance sign-in sheets, agendas, and materials
- Credit by Demonstrated Mastery resources and information communicated through Connect-Ed, website, student/parent meetings
- Staff development opportunities related to serving and identifying traditionally under-represented populations
- Student/parent surveys and results
- Student participation in extra-curricular activities and membership in clubs particularly aimed at the recognition of academic accomplishment
- Demographic data for district and AIG subgroup

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 following needs of AIG students:

- academic and intellectual
- social and emotional.

District Response: Partnerships with parents are developed and maintained through communication including the following:

- Initial placement letter
- Annual AIG parent meeting to review the district AIG program
- Phone calls
- Emails
- Websites
- Student/parent conferences

Current district partnerships include the following:

- Davidson County Community College
- Duke Talent Identification Program
- North Carolina New Schools
- Davie Community Foundation
- Partnerships through the Davie High School STEM Center

See Goal 5a below.

Practice B

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

District Response: • Annual parent meeting

- GST meetings
- District AIG plan is online
- District AIG Oversight Committee meetings
- School and teacher websites

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Practice C

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

District Response: Davie County maintains regular communication with the District AIG Oversight Committee comprised of a diverse group of administrators, AIG specialists, general education teachers, and a parent representative from each school. Members of this committee review new initiatives, funding, and strategic planning for the AIG program.

See Goal 5c below.

Practice D

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

District Response: Special events and opportunities suited to AIG students are publicized through the use of emails, Connect Ed messages, school and teacher websites, student handbooks, and information in the local newspaper. Attempts are made to provide all information in the native language of the students.

Practice E

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

District Response: The focus of this practice has been to establish a mutually beneficial relationship between the AIG program and the Alliance for STEM Education. The Alliance brings civic, industry, and higher education leaders together to forge initiatives that support learning beyond the classroom.

See Goal 5e below.

Ideas to Strengthen the Standard:

Goal 5a/e: Davie County Schools will utilize partnerships within the community, with higher education, and other stakeholders to enhance AIG support.

- Investigate opportunities for dual enrollment college credit, especially for grades 9 and 10.
- Consider additional possibilities for honors course offerings.
- Increase partnerships with various groups within the Davie County community.
- Educate members of the Alliance for STEM Education on the scope and goals of the AIG plan.
- Support enrichment opportunities through the STEM Pipeline and the Davie High School STEM

Center.

Goal 5c: Davie County Schools will hold regular meetings, at least annually, of the District AIG Oversight Committee to revisit the AIG program and evaluate its strengths and needs.

Sources of Evidence: Sources of Evidence:

- Documentation of communication with parents - sample letters, newsletters, emails, meeting agendas and materials, website information, phone/text messages, teacher contact logs, records of parent conferences, etc.
- Agendas/minutes from GST meetings
- AIG plan accessible online and at each school site
- Documentation of AIG Advisory and Oversight Committee
 - o List of representatives
 - o Meeting agendas, minutes and resources
- Documentation of Alliance for STEM Education
 - o List of stakeholders
 - o Meeting agendas, minutes and resources reflecting topics relevant to AIG programming
- Registration booklet with additional course offerings appropriate for AIG students
- Enrichment opportunities provided through DHS STEM Center and STEM Pipeline
- Differentiated Education Plans (DEPs)
- Student/parent surveys
- Student enrollment in STEM and dual enrollment courses

Standard 6: Program Accountability

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

Practice A

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

District Response: The AIG plan is in place and is revised every 3 years.

This AIG plan was written with the input of AIG specialists, school and district administrators, parents, teachers, and students. It was presented for review and approved by the Davie County Schools Board of Education in June 2016.

Practice B

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

District Response: • AIG Specialists/oversight committee review the plan at least annually. The plan is referenced as often as monthly at AIG specialist meetings, as well as at parent events throughout the year.

- School and district administrators reference the document during planning for clarification of details
- School level Gifted Services Teams (GSTs) also ensure the fidelity of the AIG plan within each school
- Annual parent/student surveys are used to gather feedback
 - o Continued annual surveys for students and parents 4-8
 - o Within the last AIG plan, a new 9-12 survey was developed and implemented for parents
 - o Constructing other methodologies for collecting survey data from 9-12 students

Practice C

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

District Response: The chief financial officer and executive director monitor and oversee the AIG budget. All AIG dollars allocated by the state are used to support AIG specialists' salaries and benefits. For example, the state allotment for AIG for 2015-16 school year was \$328,635. The cost of employing 7 AIG specialists who lead our AIG programming will exceed \$500,000 for 2015-16. The difference must be covered with local funds.

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Practice D

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

District Response: • State test data now includes AIG as a subgroup for analysis by the District AIG Oversight Committee. While this data is always studied at the school level, AIG specialists also reviewed the aggregate data at the district level.

• District Dropout Committee analyzes dropout data and reports students based upon classification; historical data indicate that AIG students are a small minority of dropouts.

Practice E

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

District Response: Identifying under-represented populations of AIG students is an ongoing focus of the district AIG plan. Our AIG population remains predominantly white, just as our general student population is predominantly white. However, as our overall student population becomes increasingly diverse, the numbers and percentages of under-represented students identified as AIG increase.

(See AIG Student Populations Chart in appendix.)

AIG Advisory and Oversight Committee continually monitor the demographic data of the district and the AIG subgroup for comparison. In addition, AIG specialists utilize alternative assessments to help identify students whose traditional test scores might not accurately represent their ability.

See Goal 6e below.

Practice F

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

District Response: Credentials of AIG teachers and others serving AIG students are closely monitored:

- This includes teachers who are AIG certified, AP certified, and who meet the state requirements of Honors Portfolios.
- AIG personnel oversee and support regular education teachers who teach AIG students but are not AIG certified.
- School administrators record classroom visits and teacher observations throughout the school year.

Practice G

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

District Response: AIG Specialists and district staff request regular feedback from AIG students and parents in a variety of ways.

- Annual AIG student and parent surveys; with schools receiving survey results to analyze.
- AIG Focus Groups at each school
- Parent representatives on District AIG Advisory

(See appendix for sample surveys.)

Practice H

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

District Response: In addition to information collected through surveys, focus groups and the District AIG Advisory, the following data are gathered and analyzed to inform AIG programming and planning:

- Demographic data of district, schools, and AIG population
- Achievement data of AIG subgroup
- Course rigor - the number and level of courses AIG students self-select

Practice I

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

District Response: Data are routinely reported through:

- Updated AIG Plan posted on website (presented to and approved by Board of Education)
- State test data (with AIG subgroup) - ACT & SAT, AP data
- Survey data shared with school GSTs, AIG Focus Groups, AIG Advisory and school/district staff

Practice J

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

District Response: • Annual parent meetings at each schools

- Students who transfer into the district from other locations are reviewed by the school GST to determine if they meet local criteria for AIG identification and services.

(See appendix for parent letter, DEP forms, and sample student intervention plan.)

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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)

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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 within the appendix of the plan.

Interventions for AIG Students

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

1- Conduct a Parent Conference to discuss student performance, expectations, concerns, goals, and ways to support the student.

2- Implement an Intervention Plan. This action should be taken before a change is made in the Differentiated Education Plan (DEP). The intervention plan is usually active for 9 weeks, but it may be implemented for less time at the discretion of the GST. (See sample plan in the appendix.)

3- After sufficient time with the Intervention Plan, the GST will revisit and make further recommendations. The GST will review the student's case to discuss and possibly adjust services to best fit the students' needs (i.e. shift from pull-out services to differentiation and other enrichment opportunities within the classroom).

Ideas to Strengthen the Standard:

Goal 6e: To increase the number of AIG students from under-represented populations to be more closely aligned with the district demographics. Davie County Schools will utilize the following strategies:

- Train and support regular classroom teachers, EC teachers, and LEP personnel in recognizing characteristics of gifted students beyond standardized assessments.
- Employ identification procedures that include:
 - o a variety of screening or assessment tools
 - o teacher recommendation(s)
 - o classroom performance
 - o observations.
- Refocus on "kinder camps" to target students less academically prepared to start elementary school. Monitor and improve consistency in kinder camps across all six elementary schools.

(See AIG Student Populations Chart in appendix.)

Sources of Evidence: • The current written AIG Plan, local Board of Education approval, and

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documentation of submission to the State Board of Education and NCDPI

- Self-assessment tool completed collaboratively prior to the plan revision
- Documentation of meetings and work sessions to gather data and rewrite the AIG plan
- Executive summary and slides presented to the board (in addition to the hard copy of the plan)
- Meeting agendas/minutes and materials for AIG Advisory and Oversight Committee, Gifted Services Team meetings, AIG Specialists' PLCs, and parent meetings
- Feedback gathered from annual student/parent surveys and school focus groups
- Budget reports
- Disaggregated test data (with AIG subgroup) including state testing, AP, ACT, and SAT
- Dropout data, with AIG status noted
- Demographic data for the district vs. the AIG subgroup (See AIG Student Populations Chart in appendix.)
- School/teacher/student schedules
- Documentation of AIG licensure and teacher observation data
- Honors portfolio training
- AIG student course selections indicating rigor in the number and level of classes taken
- Provisions for student screening, referral, and placement; provisions for parental requests for review of screening, referral, and placement processes
- Sample parent letters and DEPs
- Procedures for resolving disagreements
- Procedures for intervention plans, with sample plan in appendix

Glossary (optional):

Appendix (optional):

2015 AIG Student Survey Grades 4-8.pdf (*Appendix*)
2016 AIG Parent Survey Grades 4-8.pdf (*Appendix*)
2016 AIG Parent Survey Grades 9-12.pdf (*Appendix*)
AIG Identification Procedures - 8.22.17.docx (*Appendix*)
AIG Student Data Form.pdf (*Appendix*)
Appendix - Table of Contents.docx (*Appendix*)
GS-10 High School Differentiated Education Plan DEP.docx (*Appendix*)
GS-11 Sample Independent Study Plan.docx (*Appendix*)
GS-12 Anecdotal Records of Differentiated Curriculum.docx (*Appendix*)
GS-13 Intervention Plan.docx (*Appendix*)
GS-14 Conference Notes.docx (*Appendix*)
GS-1a Candidate Screening Grades K-3.docx (*Appendix*)
GS-1b Gifted Behavior Scale (Grade K-3).pdf (*Appendix*)
GS-1c K-3 Candidate Parent Letter Sample.docx (*Appendix*)
GS-1d K-3 Enrichment Record.docx (*Appendix*)
GS-2 Initial Referral and Screening Grades 3-8.docx (*Appendix*)
GS-3 Gifted Behavior Scale (Grades 4-8).pdf (*Appendix*)
GS-4 Parent Consent for Evaluation.docx (*Appendix*)
GS-5 Placement Record.docx (*Appendix*)
GS-6 End of Year Notification Letter Sample.docx (*Appendix*)
GS-7 Sample Parent Meeting Invitation.docx (*Appendix*)
GS-8 Elementary School Differentiated Education Plan DEP.docx (*Appendix*)
GS-9 Middle School Differentiated Education Plan DEP.docx (*Appendix*)
Service Delivery Guidelines.docx (*Appendix*)