

Durham Public Schools

Program for Academically and/or Intellectually Gifted Students

Local Plan, 2007-10

I. Introduction

A. Background:

Durham Public Schools currently serves 31,981 K-12 students in the City and County of Durham, North Carolina. The district's population has a racial/ethnic mix that is 54% African American, 24.3% white, 15.7% Hispanic, 2.4% Asian, 3.4% multiracial, and 0.2% Native American. Approximately 45% of DPS students qualify for free/reduced price lunch. As of the April 1, 2007, AIG census, 4,723 (14.8%) of these students are identified as AIG.

Following the enactment of Article 9B by the NC General Assembly, Durham Public Schools submitted an AIG plan to the Department of Public Instruction in 1998. This "first generation" AIG Plan left many decisions about serving AIG students to individual schools. The plan articulated a district-wide vision for AIG services, but left to schools decisions about criteria of identification as well as service delivery options. After submitting the "second generation" plan in 2001, the district received feedback from the Department of Public Instruction that strongly recommended that the district agree on one plan—with a consistent set of identification criteria—rather than leave so many program components to the discretion of the schools. With the design of its "third generation" AIG plan for the years 2004-2007, the district achieved that goal.

As the district developed this "fourth generation" plan for the years 2007-10, the planning committee considered trends in AIG enrollment, participation and achievement from the past three years; information from AIG teacher and parent surveys; and input from the Superintendent's Executive Leadership Team. They also aligned the new plan with the evaluation criteria distributed by the NC Department of Public Instruction.

B. Planning Process and Participants, 2007-2010

In the spring of 2007, a committee of teachers, administrators, and parents convened to consider needed changes to the district's AIG Plan. Members of this committee are listed below. In revising the district plan, the committee studied DPI's feedback from 2004, concerns of current AIG lead teachers, the most recent year's data on AIG enrollment and test results (2006), results of a parent survey conducted in the winter of 2007, as well as the Guidelines Governing Local Plans for Gifted Education (NCDPI, 2004). After reaching consensus on the plan, the committee forwarded it to the Superintendent for transmittal to the Board of Education for their approval at their June 28, 2007, meeting.

Committee Members	Schools, Departments, or Organizations Represented
<i>Parents:</i>	
Debbie Camitta	Little River Elementary
Melissa Chiti	EK Powe, (also a teacher at Glenn Elementary)
David Keaveney	Pearsontown Elementary
Connie Vance	Pearsontown Elementary
<i>AIG Teachers:</i>	
Pam Andrews	Little River Elementary
Karilyn Fletcher	George Watts Montessori
Sharon Freeman	Eno Valley Elementary
Stacy Lindley	Easley Elementary
Ann Winer	Bethesda Elementary
Linda George	Rogers Herr Middle School
Jane McAdoo	Brogden Middle School
Michelle Morrow	Githens Middle School
Amber Nile	Durham School of the Arts
April Woolard	Chewing Middle School
<i>Principals:</i>	
Kenneth Barnes	Shepard IB Magnet Middle School
Dr. Eric Bracy	Pearsontown Elementary
Andrea Carroll	Oak Grove Elementary
Reginald Davis	Glenn Elementary
Dr. Nancy Jirtle	Hope Valley Elementary
Dr. Charles Nolan	Middle College High School at DTCC
Earl Pappy	Hillside High School
Benjamin Roberson	Assistant Principal, Oak Grove Elementary
Julie Spencer	Carrington Middle School
<i>Central Services:</i>	
Chris Bennett	Executive Director of Advanced Academic Studies
Beth Cross	AIG Lead Teacher, K-8
Sashi Rayasham	Director, K-12 English as a Second Language
Robin Wright	Director, Exceptional Children Program Instruction
<i>Facilitator:</i>	
Dr. Alan Teasley	Former Coordinator of AIG Services, Durham Public Schools

II. Definition, Rationale, and Mission Statement

A. Mission Statement

On March 29, 2007, the Durham Public Schools Board of Education adopted a new mission statement: “In collaboration with our community and parents, the mission of Durham Public Schools is to provide all students with an outstanding education that motivates them to reach their full potential and enables them to discover their interests and talents, pursue their goals and dreams, and succeed in college, in the workforce and as engaged citizens.” The mission of the Department of Advanced Academics is to ensure that all advanced and gifted learners make continuous progress from a strong foundation in elementary school, through a rigorous and challenging middle school curriculum, into a high school program that offers the opportunity to complete college-level work before graduation. The department will design, guide, and promote rigorous programs that challenge the advanced and gifted learners of Durham Public Schools.

B. Definition of Giftedness

Academically and intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically and intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically and intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular education program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

C. Rationale for Academically and Intellectually Gifted Education

Durham Public Schools believes that it is our responsibility to discover, nurture, and develop the potential of every student to be successful both in school and in adult life. We further believe that we must provide a challenging education for all of our students. Services for academically and intellectually gifted (AIG) students are an integral part of this overall goal to achieve an excellent level of education for all.

We recognize that academically and intellectually gifted students come from all ethnic, geographic, and socioeconomic groups and that they are gifted in a wide range of academic and intellectual abilities. The process used to identify students in need of gifted services must be ongoing, reliant on multiple measures, free of bias and non-exclusionary.

Our goal, therefore, is to differentiate the educational program for academically and intellectually gifted students. This program offers a variety of settings and learning opportunities to enhance the students’ freedom to develop and to demonstrate gifted behaviors. Because students require guidance as they develop, we provide support to help them reach the highest levels of their capabilities. Support comes not only from within the school system, but also from parents and community members who provide extended learning activities to broaden the students’ experiences. Through cooperation from all of the adults in their lives, we are able to meet the goal of educating these students for success in the 21st century.

III. Purpose

The purpose of the AIG Program is to ensure that all gifted learners make continuous progress from a strong foundation in elementary school, through a rigorous and challenging middle school curriculum, into a high school program that offers the opportunity to complete college-level work before graduation. Durham Public Schools adheres to the Statute 9B in that its purpose is to “challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment.”

IV. Program Needs Assessment

The needs assessment for the proposed 2007-10 plan has been comprised from four sources: feedback from the Department of Public Instruction on the district’s 2004 plan; analysis of 2006 AIG student enrollment and testing data; analysis of trends in Advanced Placement participation and performance; recommendations from current AIG Lead Teachers; and (4) feedback from a parent survey conducted in February 2007.

A. DPI Feedback on the District’s 2007 Plan

In a letter dated August 2, 2004, to the Superintendent, Dr. Zoe W. Locklear and Mary N. Watson noted the following commendations:

- “[DPS] plan has made tremendous strides since its inception. The [system] has taken each suggestion and built on it.
- “Durham’s three-year plan timeline was extremely articulate and covered all areas within recommendation for the plan.
- “Durham’s plan has truly put the gifted child’s interests at the forefront. Bravo!”

They also noted the following “Opportunities for Growth:”

- “Continue to consider retiring pages 12-13 of your plan [Summary . . .]. Reconsider summed matrix as mentioned on page 9 of the *Guidelines*.
- “Continue working towards aligning curricula with the Standard Course of Study.”

B. Analysis of 2006 AIG Enrollment and Performance Data

As of the 2006 AIG Census, 4,631 DPS students were identified as AIG. This group constituted approximately 15% of the total student population. In terms of gender representation, 49.3% of AIG students were male and 50.7% female. The ethnic distribution of the AIG students was as follows:

AIG Students by Ethnic Group—2006
(percentage of AIG population compared to percentage of total students)

	Asian	African-American	Hispanic	Multi-racial	White
% of AIG population	4%	30%	4%	4%	59%
% of total population	2%	54%	16%	3%	24%

These percentages indicate that African-American and Hispanic students tend to be underrepresented in the AIG population, though the relative percentages of these groups in grades K-8 have increased in the last four years. As the following table shows, while there was a 13.9% overall *decrease* in K-8 AIG-identified students during the past four years, there was an *increase* of 2.4% for African-Americans and of 90.7% for Hispanic students. District leaders attribute these increases to (1) the use of an explicit, district-wide set of identification criteria based on multiple measures, implemented in 2002; (2) the use of a nonverbal aptitude test for the third grade sweep screen test, implemented in 2004; and (3) increased emphasis on strategies for nurturing high potential students.

The following chart summarizes the ethnic distribution of AIG students in grades K-8 from 2001-02 to 2005-06.

K-8 AIG Census by Ethnic Group, 2002-2006
(numbers of identified students)

Grades K-8	Asian	Black	Hispanic	Native American	Multiracial	White	Totals
2001-02	146	945	75	4	105	2,201	3,476
2002-03	149	968	72	8	118	2,101	3,416
2003-04	153	947	82	10	126	1,759	3,077
2004-05	168	1,027	110	10	140	1,813	3,268
2005-06	136	968	143	8	135	1,603	2,993
4yr % change	-6.8%	2.4%	90.7%	100.0%	28.6%	-27.2%	-13.9%

To answer the question of whether AIG students were achieving at sufficiently high rates, the district disaggregated testing data from the 2005 EOG tests and analyzed 2006 AP[®] participation and scores.

The following two tables summarize EOG testing data for AIG students compared to all students in 2005 (the most recent year for which a complete data set was available).

2005 End-of-Grade Test Results: Reading

	AIG Students		All Students	
	Percent Proficient	Avg. Scale Score	Percent Proficient	Avg. Scale Score
Grade 3	99.7%	256.7	76.3%	246.6
Grade 4	99.3%	260.3	76.2%	250.3
Grade 5	99.8%	264.1	85.7%	255.5
Grade 6	99.5%	266.1	72.9%	256.8
Grade 7	100.0%	269.6	81.6%	259.8
Grade 8	100.0%	271.7	84.0%	262.4

2005 End-of-Grade Test Results: Mathematics

	AIG Students		All Students	
	Percent Proficient	Avg. Scale Score	Percent Proficient	Avg. Scale Score
Grade 3	100.0%	260.5	79.8%	251.8
Grade 4	100.0%	266.2	88.6%	256.7
Grade 5	99.8%	271.7	86.8%	260.0
Grade 6	100.0%	274.0	83.5%	262.5
Grade 7	99.5%	278.8	78.4%	265.6
Grade 8	99.8%	280.4	76.9%	268.7

These results support the following conclusions:

- Nearly all AIG students in grades 3-8 were proficient on the End of Grade tests in reading and mathematics. (The lowest percentage for any grade group was 99.3%.)
- When the average scale scores of AIG and all students are compared, it appears that AIG third graders score approximately *two grade levels* ahead of their peers in reading and mathematics.
- AIG fourth and fifth grade students scored *three grade levels* ahead of their peers in reading and mathematics

C. Analysis of 2006 AP[®] Enrollment and Testing Data

Participation in Advanced Placement courses and tests has increased steadily over the last ten years, reaching an all time high in the 2005-2006 school year with 1,165 students taking 2,500 exams with a passing rate of 64%. The following table shows the participation and passing

rates for the last four years. Though the passing rate fell 6% in 2006 from 2005, district leaders were pleased that the number of tests increased approximately 20%, indicating that students were taking advantage of block scheduling in the high schools to enroll in more challenging courses.

AP[®] Test Participation and Results 2003-2006

	2003	2004	2005	2006
Number of Students	945	1,013	1,045	1,165
Number of Tests	1,732	2,093	2,097	2,500
% of scores at 3, 4, or 5	68.2%	69.3%	70%	64%

The following table shows the difference between the 2006 participation and passing rates and those of 2005 by ethnic group and gender. African-American, Hispanic and White groups all increased in number of students, number of tests and number passing. While Asian students decreased in number of students and number of tests, their passing rate was the highest of any group. Finally, both males and females increased in number of students, number of tests, and passing rate.

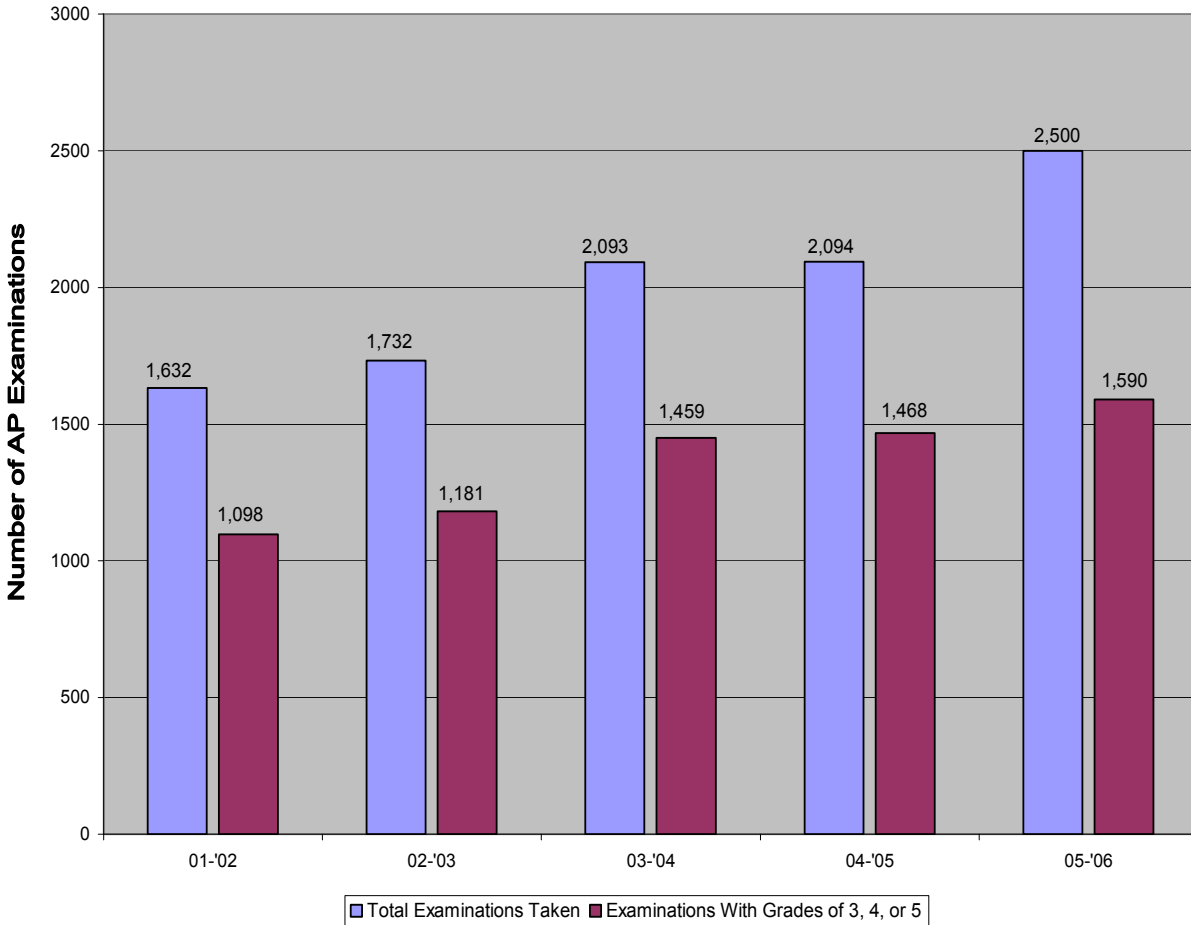
AP[®] Data by Ethnic Group and Gender, 2006

	# test takers	# exams taken	# grades at 3, 4, 5	% grades at 3, 4, 5
Total <i>Change from last year</i>	1,165 +11.5%	2,500 +19.4%	1,590 +8.3%	64%
African-American <i>Change from last year</i>	270 +28.0%	441 +36.1%	152 +16.9%	35%
Asian <i>Change from last year</i>	46 -17.9%	128 -3.0%	95 +3.3%	74%
Hispanic/Latino <i>Change from last year</i>	43 +48.3%	78 +32.2%	53 +20.5%	68%
White <i>Change from last year</i>	716 +6.5%	1,697 +19.0%	1,207 +10.4%	71%
Other <i>Change from last year</i>	35 -31.4%	76 -29.6%	48 -37.7%	64%
Female <i>Change from last year</i>	670 +10.7%	1,415 +18.1%	855 +6.5%	60%
Male <i>Change from last year</i>	495 +12.5%	1,085 +21.1%	735 +10.5%	68%

As a part of the district’s high school reform initiative, schools have worked to promote academic rigor by encouraging more “first-time” students to take honors courses and Advanced

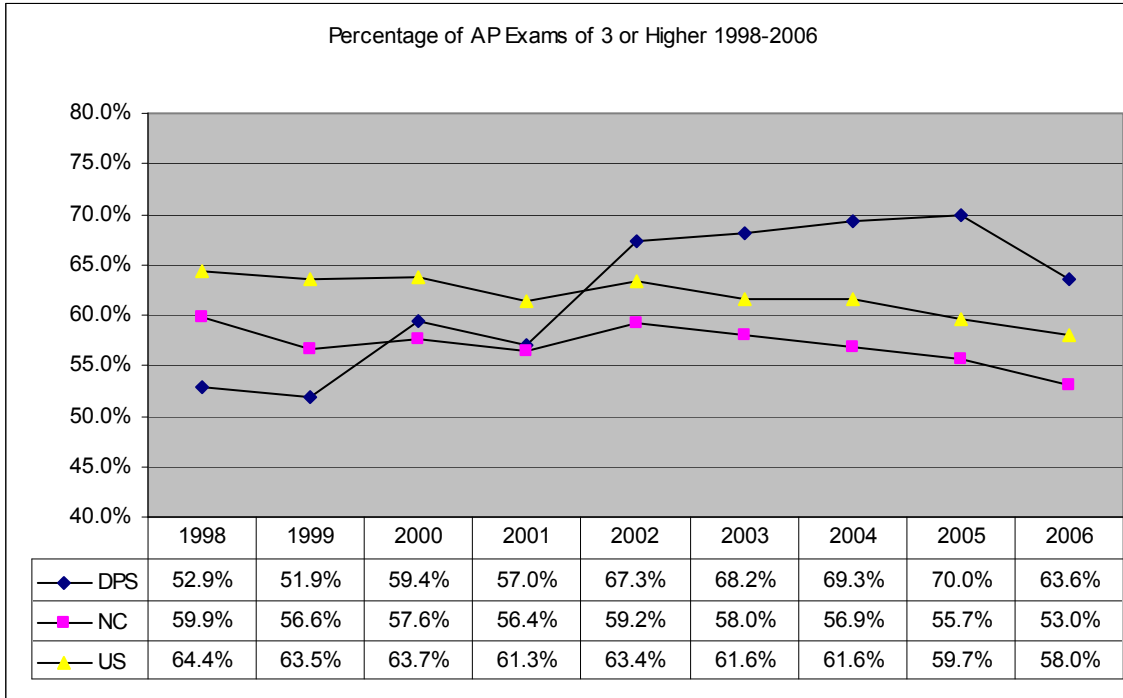
Placement courses. As a result, enrollment in honors courses increased 20% from 2004-05 to 2006-07. During the same period, enrollment in AP[®] courses increased 61%. The district promoted participation in these courses, even with the understanding that initially the “passing rate” (percentage of scores greater than or equal to 3 on a 5 point scale) might decline. The following chart shows that though the percentage of passing scores may have fallen, the *number* of passing scores has continued to rise with the number of tests taken.

Number of AP[®] Tests Taken and Passed (2001-2006)



As the following chart shows, Durham Public Schools' AP[®] passing rate has exceeded that of both North Carolina and the nation every year from 2002 through 2006.

AP[®] Test “Passing Rate” for Durham Public Schools, North Carolina, and the United States, 1998-2006



This data leads us to believe that we are serving our highest achieving students well, and that our efforts to increase participation among underrepresented groups of students will succeed with a combination of challenging them to take rigorous, college-level course work and providing them with a variety of supports.

D. Recommendations from Current AIG Lead Teachers

The Office of Advanced Academics surveyed all K-8 AIG Lead Teachers in winter 2007 regarding the AIG programs at their school and in the district. The survey revealed that:

- About half (47%) of the Lead Teachers reported that they had time to plan with other AIG teachers in their school.
- Half (50%) felt like they have the opportunity to provide input at the district level.
- Almost all (90%) felt that they have the opportunity to provide input at the school level.
- Almost all (87%) felt positive about meeting the needs of the identified AIG students.
- Nearly all (93%) felt prepared in delivering differentiated services for the AIG students.

- Almost all (87%) reported that they have adequate resources with which to deliver instruction.
- Results were evenly divided concerning the topic of consistency of AIG programs within the school system.

While teachers could name strengths of the AIG programs at their schools, such as grouping, licensed teachers, and identification procedures, more could point out weaknesses. Some weaknesses include the need for staff development for new as well as veteran teachers, lack of collaboration with other teachers, need for more personnel, inconsistencies with other schools’ programs, and lack of materials. Based on these survey results, there seems to be a strong need for consistency for training, materials, identification, and services offered throughout the Durham Public Schools.

E. Parent Survey Feedback

A total of 398 parents responded to the AIG Parent Survey. Of this total number, 225 (57%) were parents of elementary students, 117 (29%) were parents of middle school students, and 56 (14%) were parents of high school students. The survey presented thirteen statements, asking parents whether they “strongly agree,” “agree,” “disagree,” “strongly disagree,” or “don’t know.” There were three additional “free response” questions. The following chart summarizes the parents’ responses to each of the thirteen statements.

Statement	% Answering “Agree” or “Strongly Agree”
1. The AIG services my child receives have had a positive influence on my child’s attitude toward school.	85%
2. The AIG services my child receives have been effective in improving my child’s academic achievement.	80%
3. The AIG services my child receives provide opportunities for my child to work with other children who have similar interests and abilities	92%
4. The AIG services my child receives provide learning opportunities that are challenging to my child.	83%
5. My child is offered opportunities in the AIG program that are not available in regular education.	70%
6. The AIG program is integrated with regular classroom instruction.	63%*
7. The AIG program focuses on the process of learning, using critical thinking skills and problem-solving.	78%
8. My child’s AIG teacher communicates with me about my child’s academic progress and learning needs.	63%
9. My child’s regular education teacher understands the needs and characteristics of gifted children.	61%**
10. My child’s regular education teacher adjusts assignments in order to meet his/her learning needs.	44%***
11. My child participates in advanced academic opportunities at the school other than the AIG program.	70%

Statement	% Answering “Agree” or “Strongly Agree”
12. I have attended a meeting to sign paperwork and discuss gifted services for my child at my child’s school.	69% (“yes”)
13. My child is motivated and challenged by the following AIG Services (parents could choose more than one option):	
• Regular classroom differentiation	18%
• AIG resource (pullout)	39%
• AIG inclusion (clusters)	15%
• Advanced language arts	41%
• Advanced mathematics	46%
• Honors classes (high school)	14%

* Statement #6: 19% answered “Don’t know” to this statement.
 ** Statement #9: 23% answered “Don’t know” to this statement.
 *** Statement #10: 24% answered “Don’t know” to this statement.

The parents’ responses to these statements reveal that in general the parents believe that their child’s AIG services have had a positive influence on the child’s attitude toward school, have been effective in improving academic achievement, and provide challenging opportunities for the child to work with other children of similar ability in ways not available in regular education. More than half (63%) felt that AIG teachers communicated with them about their child’s academic progress and learning needs. There was some lack of understanding as to whether the AIG program was integrated with the regular education program (question #6 in the table), or whether the child’s regular education teacher understood the needs of gifted children (#9). However, a minority of parents (44%) generally felt that the regular education teacher adjusted assignments to meet the child’s higher learning needs (#10), and a relatively high percentage (24%) answered “don’t know” to this statement. Finally, even though all parents should attend a meeting about their children’s AIG Services every year, only 69% answered yes to this statement (#12).

The results from this AIG Parent Survey suggest that the district needs to (1) focus attention on communication with parents about the nature of the AIG Services, especially how the program is related to the regular education program; (2) provide regular education teachers with more training in differentiated instruction; and (3) ensure that annual reviews of AIG students occur and provide useful information to parents.

F. Needs Assessment Summary

DPS has identified the following priority needs for the 2007-2010 AIG Plan:

- Develop and implement an explicit AIG Nurturing program.

- Implement procedures (and provide the resources for) conducting additional sweep screen testing to ensure that AIG students are not being missed.
- Attend to AIG curriculum development especially in middle school language arts
- Implement procedures necessary to ensure consistency in AIG services across schools.
- Improve communication with and involvement of parents in the AIG program.
- Continue ongoing strategies to increase participation in honors and AP classes at the high schools.

V. Program Goals and Objectives

A. Broad Program Goals:

1. To **assess the needs** of currently identified and potential AIG students and address their learning, social, and emotional needs in the most appropriate educational environment.
2. To offer a **differentiated and enriched curriculum** that challenges AIG students with rigorous, flexible, dynamic, and inclusive learning opportunities and that correlates with the objectives of North Carolina's Standard Course of Study; and to employ **engaging instructional strategies** which promote abstract thinking, develop reasoning skills, encourage creative thinking and problem solving, foster self-directed learning processes, and allow for independent investigation.
3. To provide a **comprehensive professional development program** which enables educators (a) to appropriately recognize and address the needs of AIG students, and (b) to provide high quality instruction and learning activities for these students.
4. To involve **parents and community members** such that they use their skills and talents to enrich and expand the learning opportunities of AIG students.
5. To engage in **ongoing program evaluation** that assesses both the progress of each student and the effectiveness of the services offered across the district.
6. To develop **clear and efficient procedures** for identifying, serving, and evaluating AIG students and for managing the documents involved with these services.

B. Specific Program Objectives for 2007-2010:

By the end of the 2009-2010 school year, Durham Public Schools will achieve the following objectives:

1. Assessment and Service Match
 - a. Develop and implement a plan to identify, nurture, and challenge students who exhibit AIG potential. (Aligned with Superintendent's Goal 1.3.a)
 - b. Revise the form "Summary Results of Evaluation for AIG Students" to include Nurturing Program option.
 - c. Include Renzulli Scale for Rating Behavioral Characteristics of Talented and Gifted Students as part of nomination/identification process.
 - d. Include an AIG "sweep screen" measure for all students in the fall of the kindergarten year.
 - e. Implement sixth grade "sweep screen" testing.
 - f. Ensure that nomination checklists include social/emotional characteristics.
2. Curriculum and Instruction
 - a. Implement William and Mary Curriculum Units in grades 1-8 language arts designed explicitly to challenge AIG students.
 - b. With AIG language arts teachers in grades 3-8, as well as media specialists and curriculum directors, identify a list of supplementary books for study.

- c. Implement curriculum units for grades 3-5 math designed explicitly to challenge AIG students.
 - d. Develop a plan to increase enrollment in honors courses, Advanced Placement® courses, and the International Baccalaureate Program—particularly among least identified groups of students. (Superintendent’s Goal 1.3.b)
 - e. Develop a plan to increase opportunities for identified advanced academic learners to participate in dual credit and dual enrollment, internships, and community research projects. (Superintendent’s Goal 1.3.c)
 - f. Develop a plan to ensure that students are provided the necessary support to achieve success in higher-level courses. (Superintendent’s Goal 1.3.d)
 - g. Ensure that units and lessons in the district’s Riverdeep Instructional Organizer contain differentiated content and strategies for AIG students. (Aligned with Superintendent’s Goal 1.3.f)
3. Professional Development
- a. Continue to partner with North Carolina Central University, Duke University, and the NC Model Teacher Education Consortium to provide coursework leading to AIG licensure for at least 150 teachers (over the three year period).
 - b. Provide a minimum of 20 contact hours per year of ongoing professional development for licensed AIG teachers in such topics as: AIG assessment and testing, serving underrepresented populations, nurturing programs, meeting the social/emotional needs of gifted students, recent research in gifted education, and topics necessary to implement this AIG Plan.
 - c. Provide professional development for administrators, counselors, and regular classroom teachers in such topics as characteristics of gifted students, differentiated instruction for advanced learners, and strategies for meeting the social and emotional needs of AIG students.
4. Parent and Community Involvement
- a. Make presentations on the 2007-10 AIG Plan to parent groups at each school as requested.
 - b. Update “Advanced Academics” brochure and distribute to all parents.
 - c. Establish an AIG Parent Advocacy Board to devise ways to communicate with parents of gifted students and to bring forth concerns to the Office of Advanced Academics.
 - d. Increase participation in an annual survey of AIG parents.
5. Evaluation
- a. Produce an annual report to administration on the implementation of this plan, including identification, participation, and achievement data.
 - b. Conduct annual surveys of AIG Facilitators and AIG parents to identify needed improvements to the AIG Program.
6. Procedures

- a. By August 24, 2007, distribute to schools a procedures manual aligned with the AIG Plan for 2007-10 and containing all forms necessary to support school personnel in implementing the program.
- b. Revise forms as necessary and distribute to schools using the DPS Intranet.

C. Glossary of Terms and Acronyms

Term or Acronym	Definition
AIG	Academically and/or Intellectually Gifted
AVID	Advancement Via Individual Determination—a support program in secondary grades to promote academic success at higher levels of performance.
Cluster Group	A group of at least five AIG students who are grouped together in a heterogeneous class for instructional purposes.
DEP	Differentiated Education Plan—the written document that outlines educational services an AIG student will receive.
DPI	North Carolina Department of Public Instruction
DPS	Durham Public Schools
EOC	North Carolina End-of-Course Tests—given in certain high school courses. Part of the state’s ABCs assessment program
EOG	North Carolina End-of-Grade Tests—given in mathematics and reading in grades 3-8. Part of the state’s ABCs assessment program
MSEN	Math Science Education Network
Nurturing Program	“Nurturing” describes procedures and services provided to students who do not yet meet AIG identification criteria, but who exhibit potential for achieving at much higher levels.
PAGE	Partners for the Advancement of Gifted Education
PRC	Placement Review Committee
SBDMC	Site-Based Decision-Making Committee—elected group of educators and parents at each school that is responsible for developing the School Improvement Plan.
SCOS	North Carolina Standard Course of Study—the state-mandated curriculum for public schools.
SIMS	Student Information Management System
Sweep Screen	Describes a test or a procedure in which <i>all</i> students of a particular grade are assessed for possible nomination to the AIG program.
TIP	Talent Identification Program

VI. Nurturing Program

Durham Public Schools’ Nurturing Program seeks to serve students (1) who show high potential but have not yet met AIG identification criteria and/or (2) who are obviously bright but may have issues that obscure their giftedness (e.g., lack of early experiences, poor English skills, attention deficits, or behavior problems).

Students are identified for Nurturing Services through a variety of means. At least once each school year, all regular classroom teachers in grades K-8 will be asked to identify students who have the potential to perform at a higher level but need additional encouragement or challenge. In addition, during the district's "sweep screen" procedures, the AIG Facilitator may notice a student who scores higher than the 80th percentile on a measure of aptitude, but who has not yet been nominated by a classroom teacher. Finally, for any nominated student who does not qualify for AIG services, the school's AIG Committee may feel that, with support and participation in a more challenging experience, the student will likely qualify at a future date.

Once identified as a student who will benefit from Nurturing Services, the school's AIG Committee will provide one or more of the following options, depending on the student's individual needs:

- A minimum of one hour per week with an AIG licensed teacher in a class characterized by concept-based curriculum, higher order thinking skills, problem-based learning, and/or exploration of a special topic.
- Temporary placement in a homogeneous AIG or advanced language arts or mathematics class, with monitoring by the school's AIG Facilitator.
- AVID or MSEN classes.
- Other enrichment opportunities provided during the school day.

Beginning in the 2007-08 school year, each K-8 school will count its Nurturing Students during the annual AIG Census, according to procedures distributed by the Office of Advanced Academics.

VII. Screening, Identification, and Placement Procedures

A. Overview

This plan uses multiple criteria in a multi-dimensional process to collect data about a student's learning needs, to identify students as academically and/or intellectually gifted, and to construct learning environments and strategies which address these needs.

The identification and matching process consists of four steps:

1. Through the **student search process** students are nominated who appear to meet criteria as AIG students.
2. School-based AIG facilitators **collect data** about each student's strengths, abilities, and attributes.
3. A **committee reviews each student's data** to determine if the student is academically and/or intellectually gifted, and to match the student's needs to the most appropriate services.
4. The committee develops a **Differentiated Education Plan (DEP)** for each identified AIG student. The plan details the most appropriate learning environment for the student as well as necessary content modifications, and enrichment opportunities.

The School-Based AIG Committee

The school-based AIG Committee will receive nominations, collect data from a variety of sources, review the data, determine if the student meets the district's criteria for AIG identification, and make decisions about the most appropriate service delivery options for each AIG student. The members of the AIG Committee may include:

- AIG teacher(s),
- Regular education teacher(s),
- A school administrator,
- Guidance counselor,
- Parent or guardian of individual student being assessed,
- Person nominating the individual student being assessed, and
- Others with knowledge of the student's learning needs, as appropriate.

It is the responsibility of the AIG Committee to request nominations of students, collect evidence of learning needs, review evidences of need, identify AIG students using the school district's criteria, and match the most appropriate service delivery options with the student's needs. The AIG Committee is also responsible for involving parents or guardians throughout the entire process.

AIG Facilitator

Each school will designate an AIG Facilitator, who will coordinate the work of the AIG Committee and oversee implementation of the AIG plan in the school. The Facilitator will coordinate screening and identification activities in the school, as well as maintain accurate and appropriate records related to gifted education procedures. This person will also coordinate the development of differentiated curriculum for gifted students and collaborate with teachers and administrators about the needs of gifted students.

B. Student Search Process/Screening

Throughout the school year, teachers will review the general population of students to determine who may need in-depth assessment and differentiated services. Nominations may be made at any time during the school year. Additionally, the AIG Facilitator will request nominations from teachers for the names of students who perform or show potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. The pool will include potential candidates from underserved and/or culturally diverse populations.

All third grade students will participate in a "sweep screen" standardized test of aptitude (cognitive ability) in the fall semester of each school year. The results of this test will be used to develop a pool of students for further assessment as AIG.

NOTE: Any student scoring at the 80th percentile or above on a standardized measure of aptitude, who has not previously been identified as AIG, will be automatically nominated by the AIG Facilitator for AIG consideration. Parents will be notified, and further data will be collected. For any student whose score on a standardized measure of aptitude is greater than or equal to 95th

percentile but then is not identified as AIG, the school's AIG Committee will develop a Nurturing Plan.

Beginning in the 2007-08 school year, the district will add additional "sweep screen" procedures (including testing) in kindergarten and grade 6.

C. Nomination

Nominations of students to the AIG Committee will be made in writing from several sources.

1. Teachers may nominate students for review on the basis of classroom performance, motivation to learn, or interest in a particular subject.
2. The AIG Committee and teachers may nominate students following a review of school-wide test results (such as End-of-Grade tests or the district's annual third grade "sweep screen" testing).
3. Parents may nominate their child by contacting the classroom teacher, AIG teacher, AIG Facilitator, counselor, or administrator.
4. Students may nominate themselves to the committee for review.
5. Students may nominate other students to the committee for review.

D. Collection of Data

The AIG Facilitator will coordinate the collection of data to be reviewed by the AIG Committee during the assessment phase. Data will be collected from a variety of sources. No single piece of information will exclude a potential AIG student from consideration for differentiated services; however, a single piece of information can indicate that services are appropriate. Typically, the Committee reviews data in the following categories:

1. Achievement tests assess students' academic achievement level. For students in grade K-2, age appropriate tests will be given individually or in small groups. For students in third grade and beyond, NC End-of-Grade Tests, EOG Pre-Test, and End-of-Course Tests may be used. Standardized individual or group achievement tests may also be given when additional information is needed. The following tests are recommended (and supported by the Office of Advanced Academics):
 - a. Terra Nova (Second Edition)
 - b. Woodcock Johnson III Achievement Battery (using the 2007 Normative Update) and *Bateria III Woodcock-Munoz Pruebas de provechamiento*
 - c. Iowa Test of Basic Skills (2001-Form A; 2003-Form B)
2. Aptitude tests assess students' learning potential and aptitude. A district-wide aptitude test will be given to all students in the third grade. The testing dates will be set by central office administrators and announced in the district's annual testing calendar. Individual or group aptitude tests may be given when additional information is needed. The following tests are recommended (and supported by the Office of Advanced Academics):
 - a. Naglieri Nonverbal Abilities Test (NNAT, Version II)
 - b. Ravens Progressive Matrices (1998 Edition or later)
 - c. Otis-Lennon School Ability Test (OLSAT) (Eighth Edition)
 - d. Kaufman Brief Intelligence Test (K-BIT-2, Second Edition)

e. Cognitive Abilities Test (CogAT[®], Form 6, 2001)

3. Student performance may be measured by reviewing the student's grades, work samples, portfolios, and completion of authentic assessment tasks.
4. Student behaviors can be observed by teachers and/or parents and reported using checklists, rating sheets, behavior scales, student self-assessments, peer checklists, anecdotal records, and authentic assessment materials.
5. Information about a student's interests can be collected from interest inventories, extracurricular activities, self-assessments, records of participation in contests and competitions, and documentation of awards.
6. Evidence of a student's motivation to learn may be gathered from extra-curricular activities, activities outside of school, teacher behavior checklists, self-assessments, or interest surveys.

E. Guidelines for Testing Students for AIG Identification

The following guidelines will apply to the administration of standardized aptitude and achievement tests for the purpose of AIG identification:

1. Persons administering the tests must be trained to do so, and they must do so in accordance with procedures issued by the publisher.
2. Testing modifications for students with Individual Education Plans or 504 Plans will be honored.
3. Current editions of the test must be used.
4. Achievement test results must be no more than one year old at the time of the student's evaluation. There is no time limit on aptitude tests as long as they aren't used to disqualify students. Teacher and parent checklists should be completed along with or shortly after the initial nomination.

F. Assessment, Identification, and Service Matching

After the AIG Facilitator collects the appropriate data from multiple sources, she or he will use Durham Public Schools' **Summary Results of Evaluation for AIG Services** (the "matrix" form included on the following pages) to determine if the student meets the school district's criteria for identification as AIG. Using this form, the AIG Facilitator may identify the student as qualifying for differentiated services in either reading/language arts or mathematics, or both.

Following a review of the data and the application of the district criteria, the school-based AIG Committee may make one of three decisions:

1. AIG criteria are met—the student requires differentiated services.
2. AIG criteria are not met at this time, but there is evidence that the student would benefit from Nurturing Services.
3. AIG criteria are not met—no need for differentiated services is indicated.

Students in the first category above (“AIG criteria are met”) are identified as AIG, and the appropriate policies and procedures for serving AIG students will apply. The AIG Committee will develop a Differentiated Education Plan (DEP) for each identified student. The DEP outlines appropriate differentiated services that are matched to the student’s individual needs through varied learning environments, challenging content modifications, and enrichment activities. The AIG Committee and the AIG Facilitator will ensure that parents are involved throughout the identification and service-matching process. Parents must give written approval for a student to participate in any service delivery option. Once the student’s parent or guardian has signed the Recommendation/Approval for Placement and the DEP, services will begin, the student will be designated as AIG in the Student Information Management System (SIMS), and all materials related to the nomination, identification, and service match will remain in a confidential folder.

When the AIG Committee designates a student in the second category (“there is evidence that the student would benefit from Nurturing Services”), the Committee will develop a Nurturing Plan and set a date at which the student will be assessed again. All materials related to the nomination, identification, and service match will remain in a confidential folder.

Students in the third category above (“AIG criteria are not met”) do not receive AIG services. They can be nominated no more than one time a year for the AIG program; however, the school may consider additional information as it becomes available. All materials related to the nomination will remain in a confidential folder.

The flow chart at the end of this section summarizes the Nomination, Assessment, Identification, and Matching Process.

Durham Public Schools • Office of Academically and/or Intellectually Gifted Services

Summary Results of Evaluation for AIG Services

Student's Name: _____ School: _____ Today's Date: _____

Current Grade: _____ Date of Birth: _____ Purpose of Evaluation: Initial Placement

Other: _____

Date Nomination Received: _____ Date Parental Consent for Assessment Received: _____

Note: Durham Public Schools uses multiple indicators to determine whether a student requires differentiated services due to academic and/or intellectual giftedness: student aptitude, student achievement, student performance, student motivation to learn, student interest, and other observable student behaviors. The matrix below displays the results of the school's assessment of this student's performance in both reading/language arts and mathematics. There is a maximum score of 118 points in each area; students must have a minimum of 90 (ninety) points in at least one of the two areas to be identified as AIG. Individual schools then match services to the individual needs of the student.

Part I: Student Aptitude

Circle percentile score & corresponding points. Enter the same figure in both subtotal boxes.

Test: _____	Date: _____	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	
Total %-ile: _____ or Subtest %-ile: _____		3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	5
[Specify subtest used: _____]		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0

Subtotal (maximum 50 points)

Subtotal (maximum 50 points)

Continued on next page.

Part II: Student Achievement in Reading/Language Arts

Test: _____										Date: _____									
Total %-ile: _____ or Subtest %-ile: _____ [Specify subtest: _____]																			
<i>Circle percentile score & corresponding points:</i>																			
8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9
0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	5
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0

Subtotal (maximum 50 points)

Part III. Student Performance in Reading/Language Arts

Circle points corresponding to grade.

C (80-83)	C+/B- (84-86)	B (87-90)	B+/A- (91-94)	A (95+)
6	7	8	9	10

Subtotal (maximum 10 points)

Report card used:
<input type="checkbox"/> quarter
<input type="checkbox"/> semester
<input type="checkbox"/> year

(date)

Part II: Student Achievement in Mathematics

Test: _____ Date: _____
 Total %-ile: _____ or Subtest %-ile: _____ [Specify subtest: _____]
Circle percentile score & corresponding points:

8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9
0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0

Subtotal (maximum 50 points)

Part III. Student Performance in Mathematics

Report card used:
 quarter
 semester
 year

 (date)

Circle points corresponding to grade.

C (80-83)	C+/B- (84-86)	B (87-90)	B+/A- (91-94)	A (95+)
6	7	8	9	10

Subtotal (maximum 10 points)

Continued on next page.

Student Name: _____ **Date:** _____

Summary Results of Evaluation for AIG Services, Page 2 of 2

Part IV: Student Motivation to Learn, Student Interest, and other Observable Student Behaviors

The student's classroom teacher or the school's AIG Facilitator completes the Renzulli Hartman Scale for Rating Behavioral Characteristics of Talented and Gifted Students and records scores here:

Dimension	Score	Check appropriate boxes below:	
		Score is > 20	Score is > 30
Creativity Characteristics			
Motivational Characteristics			
Learning Characteristics			
Leadership Characteristics			

Total Boxes Checked (maximum 8 points).

Total Boxes Checked (maximum 8 points)

TOTAL OF PARTS I, II, III, & IV in Reading
 90 points min.

TOTAL OF PARTS I, II, III, & IV in Mathematics
 90 points min.

Decision:

Student qualifies for AIG Services in (check all that apply): Reading/language arts. Mathematics. A Differentiated Education Plan will be developed.

Durham Public Schools • AIG Plan, 2007-2010

Student does not meet criteria for AIG identification, but there is evidence that student would benefit from Nurturing Services. A Nurturing Plan will be developed.

Student does not qualify for AIG Services at this time. No need for differentiated services is indicated.

Follow Up:

Date of AIG Committee Decision for Placement: ___/___/___ Date Parent Consent for Placement Received: ___/___/___ Date AIG Service to Begin: ___/___/___

Parent copy of this form sent/given on: ___/___/___ For further information or clarification, please call _____ at _____
AIG Facilitator/Principal (phone)

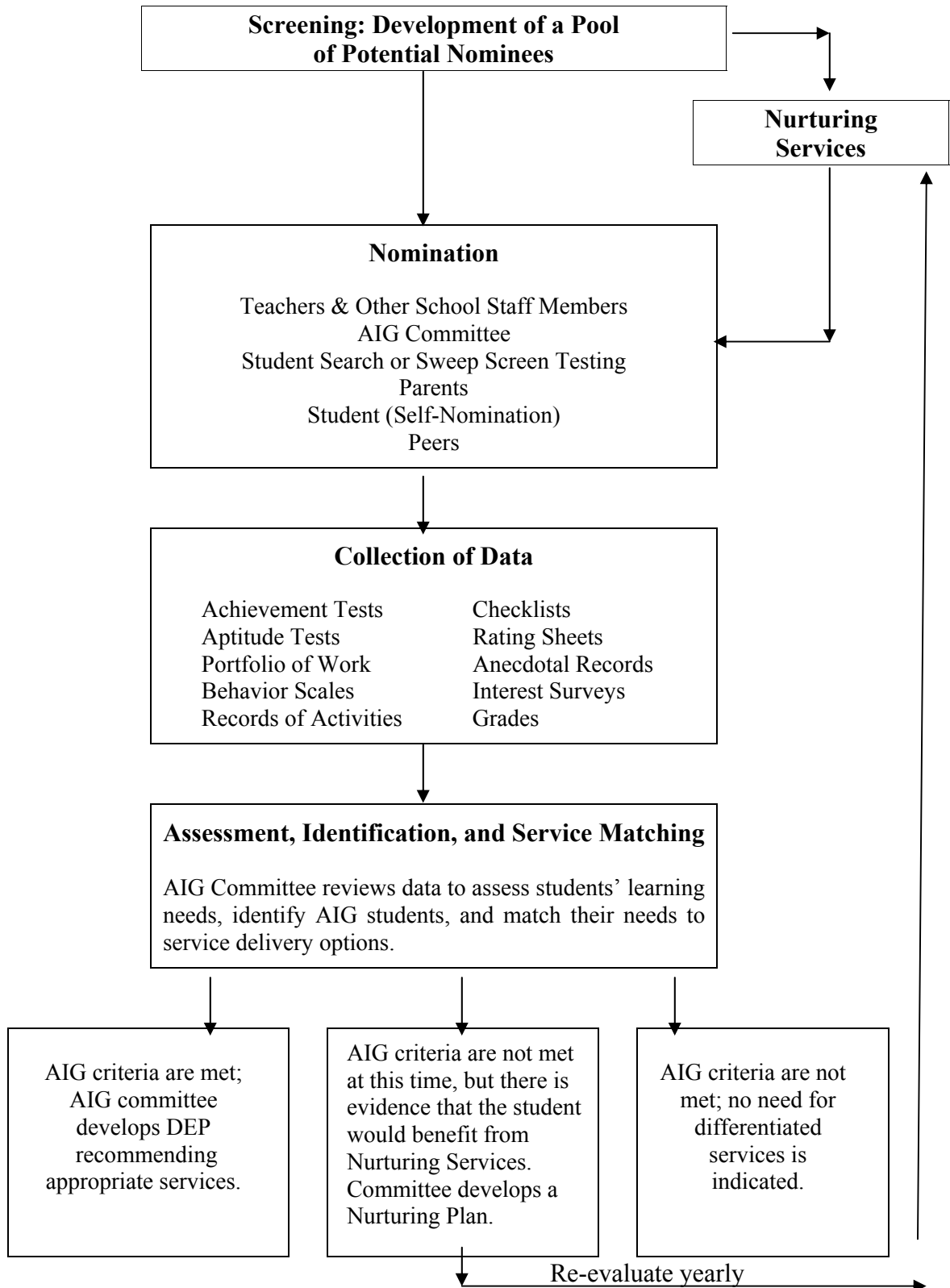
E. Continuation of Services for AIG Students

The AIG Committee will guide the midterm and annual performance review for each AIG student being served with a Differentiated Education Plan. All AIG students with a DEP will be reviewed annually to determine the appropriate service delivery options for the following year. Annual reviews will be based on the evaluation component of each service delivery option and on the student's progress and work performance. The AIG teacher and/or the classroom teacher will make recommendations for the next school year. When a student's learning needs are no longer being met by the current service delivery option, the AIG Committee (including the parent or guardian) will review all of the data to make a determination of the appropriate level of service required.

Transfer students are in two categories: those transferring into the school from another DPS school, and those transferring into the school from outside the district:

- AIG students transferring from one DPS school to another will retain their AIG identification. However, since service delivery options may vary from one school to another, the AIG Committee at the receiving school will review all information in the confidential folder (forwarded from the sending school) to determine the service delivery match in the new school. The student's DEP may need to be revised.
- Any students with AIG identification from another district or state will present to the receiving DPS school all information regarding the student's identification for differentiated services. The receiving school will review the information, apply Durham Public Schools' district-wide criteria for identification, and make a decision concerning service delivery options within 30 days of receiving verification of the student's identification as AIG.

Nomination, Assessment, Identification and Matching Process



VIII. Program Service Options

A. Overview

The program service options for AIG students described in this section provide a variety of services to match the different needs of individual AIG students. These delivery options provide a continuum of services for students as they progress through the grades from elementary to middle and high school, but within the continuum, there is flexibility to address changing needs and interests of students. Three components make up the program service options for students in the four grade clusters of K-3, 4-5, 6-8, and 9-12: Learning Environments, Content Modifications, and Enrichment Opportunities.

Learning Environments are the ways students are grouped to receive instruction. These environments run the gamut of options from groups within classes to grade acceleration for students in grades K-8 and concurrent enrollment in high school and college for students in grades 9-12. All the options available provide a variety of opportunities for matching students to the most appropriate learning environment and facilitate providing differentiated educational services for AIG students. In the following lists of Service Delivery Options, the environments for each grade cluster are listed in the left-hand column. Subsequent charts provide detailed descriptions of the environments.

Content Modifications are those ways in which students receive instruction in the classroom. In grades K-3, for instance, a content modification might consist of learning centers or computer-assisted instruction; in middle and high schools, Socratic seminars would be a way of modifying the content. The content modifications for each student would reflect that student's abilities and interests. In the following lists of Service Delivery Options, the content modifications for each grade cluster are listed in the middle column. Subsequent charts provide detailed descriptions of the content modifications.

Enrichment Opportunities are those programs which may exist within the curriculum, but which are often outside the regular curriculum or even outside the school. They provide students with opportunities to explore topics or pursue interests in greater depth. Examples of enrichment opportunities would be Math Superstars (K-5), Battle of the Books (6-8), Duke University's Talent Identification Program (4-11), Math Science Education Network (6-12), as well as mentorships, apprenticeships, and a variety of leadership opportunities. In the following lists of Service Delivery Options, the enrichment opportunities for each grade cluster are listed in the right-hand column. Subsequent charts provide detailed descriptions of these opportunities.

On each student's Differentiated Education Plan, the school's AIG Committee will identify those learning experiences which best support the student's demonstrated abilities and interests. The Committee will consider each student individually and make recommendations for that student's learning environment, content modifications, and enrichment opportunities. (Note:

due to size of school and available personnel and resources, not all options in the following lists will be available at every school.)

B. Program Service Options: Grades K-3

Learning Environments	Content Modifications	Enrichment Opportunities
<ul style="list-style-type: none"> • Cluster groups within the classroom • Cluster groups across classes • Special interest class • Resource support in classroom (inclusion) • Resource support outside classroom (pullout) • Subject acceleration • Grade acceleration • Independent study • Individualized plan 	<ul style="list-style-type: none"> • Learning centers • Thematic units • Interest-based units • Differentiated units • Problem-based learning • Mastery learning units • Curriculum acceleration • Curriculum compacting • Learning contracts • Individualized plan • Independent study • Technology-related instruction • Product development 	<ul style="list-style-type: none"> • Subject area fairs, contests, or competitions • Interest-based clubs • Junior Great Books • Superstars • WordMasters • Talents Unlimited • Accelerated Reader • Community resources* • Mentor programs* • Odyssey of the Mind*
<p><i>* These enrichment opportunities may take place outside the school setting and may require costs for which the school system will not be responsible.</i></p>		

C. Program Service Options: Grades 4-5

Learning Environments	Content Modifications	Enrichment Opportunities
<ul style="list-style-type: none"> • Cluster groups within the classroom • Cluster groups across classes • Special interest class • Resource support in classroom (inclusion) • Resource support outside classroom (pullout) • Subject acceleration • Grade acceleration • Independent study • Individualized plan 	<ul style="list-style-type: none"> • Learning centers • Thematic units • Interest-based units • Differentiated units • Mastery learning units • Problem-based learning • Curriculum acceleration • Curriculum compacting • Learning contracts • Individualized plan • Independent study • Technology-related instruction • Product development 	<ul style="list-style-type: none"> • Subject area fairs, contests, or competitions • Interest-based clubs • Word Masters • Superstars • MathCounts • Junior Great Books • Talents Unlimited • Accelerated Reader • Individual investigation • Small group investigation • Chess Club • Spelling Bee • Community resources* • Mentor programs* • Math Olympiad* • Odyssey of the Mind* • Talent Identification Program (TIP)*
<p><i>* These enrichment opportunities may take place outside the school setting and may require costs for which the school system will not be responsible.</i></p>		

D. Program Service Options: Grades 6-8

Learning Environments	Content Modifications	Enrichment Opportunities
<ul style="list-style-type: none"> • Cluster groups within teams or classes • Cluster groups across teams or classes • Special interest class • Resource support in classroom (inclusion) • Resource support outside classroom (pullout) • Subject acceleration • Grade acceleration • Independent study • Individualized plan • AVID (Advancement Via Individual Determination) • International Baccalaureate Middle Years Programme • Taking courses at a high school while enrolled in middle school 	<ul style="list-style-type: none"> • General enrichment • Thematic units • Interest-based groups • Differentiated units • Learning centers • Mastery learning units • Interdisciplinary units • Problem-Based Learning • Curriculum acceleration • Curriculum compacting • Socratic seminars • Learning contracts • Individualized plan • Independent study • Technology-related instruction • Product development 	<ul style="list-style-type: none"> • Subject area fairs, contests, or competitions • Interest-based clubs • Advanced enrichment classes • School newspaper • Yearbook • Battle of the Books • Superstars • MathCounts • Junior Great Books • Talents Unlimited • Accelerated Reader • Individual investigation • Independent Projects • Small group investigation • Teen Court • Student Government • Chess Club • Spelling Bee • Science Decathlon • Community resources* • Mentor programs* • MSEN* • Odyssey of the Mind* • Talent Identification Program (TIP)*
<p><i>* Certain enrichment opportunities may take place outside the school setting and may require costs for which the school system will not be responsible.</i></p>		

E. Program Service Options: Grades 9-12

Learning Environments	Content Modifications	Enrichment Opportunities
<ul style="list-style-type: none"> • Honors classes • Advanced Placement[®] Classes[§] • International Baccalaureate Diploma Programme • International Baccalaureate Middle Years Programme • Resource support in classroom • Content modification in heterogeneous classroom • Specialized electives • Subject acceleration • Independent study • Individualized plan • AVID (Advancement Via Individual Determination) • Dual enrollment in high school and college* • Early College High School • Middle College High School at DTCC • Various Diploma Pathway Options 	<ul style="list-style-type: none"> • General enrichment • Thematic units • Interest-based groups • Differentiated units • Learning centers • Mastery learning units • Interdisciplinary units • Problem-Based Learning • Curriculum acceleration • Curriculum compacting • Socratic seminars • Learning contracts • Individualized plan • Independent study • Product development • Technology-related instruction • Online courses* 	<ul style="list-style-type: none"> • Subject area fairs, contests, or competitions* • Debate Club (National Forensics League) • Interest-based clubs • Quiz Bowl, Brain Game, or High IQ • School newspaper • Yearbook • Leadership opportunities • Student Government • Independent Projects • Individual investigation • Small group investigation • School-based book clubs • Governor’s School • Apprenticeships* • Internships* • Mentor programs* • MSEN* • Upward Bound* • Talent Identification Program* • Exchange programs*
<p><i>* Dual enrollment and certain enrichment opportunities may take place outside the school setting and may require costs for which the school system will not be responsible.</i></p> <p><i>§ Students are required to take the Advanced Placement[®] Test to receive weighted course credit. Though fee reductions and waivers are available in certain circumstances, there may be an additional cost to students.</i></p>		

The charts on the following pages provide descriptions of Learning Environments, Content Modifications, and Enrichment Opportunities, indicating the grade levels available and evidences that might lead an AIG Committee to choose that option for a particular student.

F. Description of Learning Environments			
Learning Environment	Grades Available	Description	Evidences
Advanced Placement® Classes	9-12	Classes offered to prepare students for the College Board’s Advanced Placement® Tests. These classes offer capable high school students the opportunity to take college-level coursework and to receive college credit or advanced placement through examination. (Note: high scores on the AP tests do not guarantee that a student’s chosen college or university will award credit. These decisions are made by each institution; students should check with the colleges to which they intend to apply for details.)	Grade level performance on NC EOC tests; strong writing skills; strong study skills; high level of motivation; teacher recommendation.
AVID (Advancement Via Individual Determination)	6-12	This program offers students a chance to enhance their skills in organization, time management, and effective study and test taking skills to advance their academic progress. They also take enrichment field trips and interact with guest speakers to learn about career and college opportunities.	Discrepancy between performance and aptitude; strong motivation and interest; teacher recommendation.
Cluster Groups Across Classes or Teams	K-8	Groups of students from different classes in the same grade working together for instructional purposes and completion of a specially designed curriculum unit. Students are grouped by interest and/or ability to study a specific subject.	High achievement and performance; works independently teacher recommendation.
Cluster Groups Across Grades	K-8	Groups of students from different grades working together for instructional purposes and completion of a specially designed curriculum unit. Students are grouped by interest and/or ability to study a specific subject.	Portfolio showing high performance, mastery of grade level work, teacher recommendation.
Cluster Groups Within the Class or Team	K-8	Groups of students working together within a regular classroom for instructional purposes and completion of a specially designed curriculum unit. Students are grouped by interest and/or ability to study a specific subject.	Student performance or interest; teacher recommendation.
Dual Enrollment	9-12	Dual enrollment in high school and college.	Mastery of prerequisite course content; exceptionally high performance; strong student interest and motivation; strong social and emotional development; teacher recommendation; principal approval.
Early College High School	9-12	The Josephine Dobbs Clement Early College High School is an innovative program that offers students a unique opportunity to blend the high school years and the first two years of college. Located on the campus of North Carolina Central University, the school offers a highly challenging academic environment and a small personalized setting with no more than 100 students per grade. Students who successfully complete the program	Students must be rising ninth grade students, have an academic record that indicates the ability to complete honors level coursework, submit three recommendations, and submit an admissions essay (300 words)

F. Description of Learning Environments			
Learning Environment	Grades Available	Description	Evidences
		will finish high school with a high school diploma and up to two years of college credit.	minimum).
Grade Acceleration	K-8	Students move ahead one or more years, skipping levels in the normal sequence of promotion. This option has traditionally been used successfully with highly gifted students as a method of acceleration.	Mastery of prerequisite course content; exceptionally high performance; strong student interest and motivation; strong social and emotional development; teacher recommendation; principal approval.
Honors Classes	9-12	Honors classes cover traditional content at an advanced level with emphasis on issues and themes related to topics. Although these courses are not limited to AIG students, students should be able to function at a high academic level.	Exceptionally high achievement; portfolio showing strong performance level; teacher recommendation.
Independent Study	K-12	Students involved in independent study may be working toward acceleration or enrichment. Students are carefully assessed and follow an individualized program while continuing to participate in regular class activities.	Student interest and motivation; portfolio of work products; student maturity; perseverance; teacher recommendation.
Individualized Plan	K-12	Students with an individualized plan work on a separately designed curriculum which will meet their unique learning needs and areas of interest or specialty.	Exceptionally high achievement; portfolio showing strong performance; strong motivation and interest.
International Baccalaureate Diploma Programme	11-12	A coordinated program of rigorous academic courses, extended essay, external exams, and arts or service projects. Standards are set by the International Baccalaureate Organization. As with the Advanced Placement tests, colleges and universities may award college credit or advanced placement standing for high scores on IB tests.	High achievement; portfolio showing strong performance; strong motivation and interest.
International Baccalaureate Middle Years Programme	6-10	A coordinated program of rigorous academic courses designed for all students, but particularly of interest to those students planning to pursue the IB Diploma Programme.	High achievement; strong motivation and interest.
Middle College High School at DTCC	11-12	Located on the campus of Durham Technical Community College (DTCC), MCHS is for 11 th and 12 th graders who would like to challenge themselves by taking honors level high school courses, <i>and</i> college credit courses at DTCC. This non-traditional setting offers students flexibility in crafting their courses of study, as well as later starting and ending times for high school courses (12:30pm-5:30pm). Students may	Candidate must be at least 16 years old at the beginning of the school year. Candidate must be at least a junior (in terms of high school credit). The candidate's application must indicate that s/he is capable of honors level

F. Description of Learning Environments			
Learning Environment	Grades Available	Description	Evidences
		graduate from high school with a year or more of college transfer credit. For more details visit http://mchs.dpsnc.net .	coursework.
Resource Support in the Classroom (Inclusion)	K-12	The AIG Lead Teacher consults with the regular classroom teacher to provide guidance in differentiated instruction and linkages to interest groups for students working within the regular class.	Student achievement and need; teacher recommendation.
Resource Support Outside the Classroom (Pullout)	K-8	Students attend resource classes which meet on a regular basis and focus on specific content area(s), usually reading, writing, or mathematics.	High performance and achievement; portfolio of exceptional work products; teacher recommendation.
Special Interest Classes; Specialized Electives	K-12	Students grouped by interest to work together for instructional purposes and on specially designed curriculum units. Course content will be rigorous and will provide expanded or enriched experiences.	High student interest; high performance in prerequisite courses; teacher recommendation.
Subject Acceleration	K-12	Students are grouped by aptitude and/or performance for specific subjects beyond their usual age-based curriculum.	Mastery of prerequisite courses or objectives; social and emotional maturity; portfolio of exceptional work products; exceptionally high achievement.

G. Description of Content Modifications			
Content Modifications	Grades Available	Description	Evidences
Curriculum Acceleration	K-12	Teachers accelerate content for individuals or small groups of learners so that those students may develop deeper and more complex skills.	Student performance on pre-assessment; mastery of grade level objectives; teacher recommendation.
Curriculum Compacting	K-12	Course content may be covered in a shorter period of time in order for students to gain time to pursue projects of special interest that are related to the course.	Student performance; ability to master material quickly; teacher recommendation.
Differentiated Units	K-12	An effective way to deliver differentiated curriculum to gifted students is through designing differentiated units that incorporate individual learning abilities and levels of content and skill. It is appropriate for students in regular classrooms or resource settings.	Student interest and performance; teacher recommendation.
Independent Studies	K-12	This option offers a variety of specialized opportunities for acceleration and enrichment. Students demonstrating content mastery or having a special interest may contract with the teacher to complete an independent study project in an interest area. Students may work independently and meet with other students undertaking independent studies to share experiences in a seminar.	High level of achievement and performance; high motivation; student interest; mastery of grade level objectives; research skills.
Individualized Plan	K-12	This option exists for gifted students who have special needs that go beyond the scope of the overall program and who require a specialized, individualized component written into their Differentiated Education Plans.	Exceptionally high performance; student interest; teacher recommendation.
Interest-Based Units	K-12	These units are designed to provide opportunities for students to pursue an area of interest or special talent. These units are most effective when integrated into the regular school day.	High interest level; teacher recommendation.
Learning Centers	K-8	Learning centers are usually tabletop workstations designed for individual or group work. Students may select centers or be assigned to a center on a rotating basis. Learning centers may be located in the classroom, media center, or resource room.	For any student.
Learning Contracts	K-12	Learning contracts are agreements between teachers and students that allow students to work independently on either accelerated or enriched materials related to a unit of study. Contracts have specific goals. The teacher regularly evaluates progress.	For any student.

G. Description of Content Modifications			
Content Modifications	Grades Available	Description	Evidences
Mastery Learning Units	K-8	Teachers design units of instruction that have enrichment activities that students may pursue once they have demonstrated content mastery of the basic material. Reinforcement activities allow for students performing below mastery level to complete additional work. The units are “learning based” but “teacher paced,” allowing teachers to pace instruction appropriately for the entire class period or an extended period of time, yet provide differentiation and an incentive for high performance.	Student achievement and performance; teacher recommendation.
Problem-Based Learning	K-12	Students use discovery and problem solving to learn curriculum. Students collect information, apply skills and concepts to real-life situations, achieve deeper understandings of materials, and learn to work collaboratively.	High academic performance; good research skills; curiosity; creativity.
Socratic Seminars	6-12	Content is differentiated to meet the requirements of the program. Students study original documents and other works in conjunction with their course work and come together in a seminar setting to discuss the document.	For any student.
Technology-Related Instruction	K-12	This option is used both to accelerate students, to remediate specific skill deficits, and to enrich the curriculum. It can include both computer-assisted instruction as well as online courses. It is particularly appropriate for gifted students having specific skill gaps. Software and course content should challenge thinking and develop problem-solving and decision-making.	Specific deficits or strengths matching software and courses available.

H. Description of Enrichment Opportunities			
Enrichment Opportunities	Grades Available	Description	Evidences
Accelerated Reader	K-8	Accelerated Reader is a classroom-proven program that combines children’s literature with software that tests comprehension. The software is also capable of managing student records and tracking reading performance.	Reading above grade level; self-directed behavior; high interest.
Advanced Enrichment Class	6-8	Students take classes during the regular school day or after school. Courses are rigorous and provide expanded or enriched experiences.	High achievement in prerequisite courses; portfolio of work.
Apprenticeships	9-12	Apprenticeships provide an opportunity for students to work with professionals in areas of interest to connect what they learn in school with the world of work. Apprenticeships may fulfill part of on-the-job or licensure requirements.	High interest; for all students.
Battle of the Books	6-8	This is a school team competition which requires students to read books from a prescribed list. Teams then compete to answer questions about the books.	Reading at grade level or better; student interest; teacher recommendation.
Chess Club	4-8	Schools provide a structured opportunity for students to learn chess and play with other students.	Student interest; parent approval.
Community Resources	K-12	Community resources may provide a variety of activities and opportunities which will meet the needs of gifted students. Such resources may provide enrichment, career guidance, investigation opportunities, and application of skills learned in school.	High interest or passion for a subject; parent approval.
Competitions, Contests, and Subject Area Fairs,	K-12	Contests and competitions give students an opportunity to be creative, solving problems and learning information outside the regular curriculum. Fairs, contests, and competitions are available in a broad range of curriculum areas and areas of interest.	Competitive spirit; creativity; self-motivation.
Exchange Programs	9-12	Students are selected to live and study in a different part of the country or world.	Student interest; parent approval.
Governor’s School	10-11	Highly gifted and talented students are selected to attend a summer enrichment program sponsored by the state of North Carolina.	Student interest; school nomination; district selection criteria; Governor’s School requirements.
Independent Projects	K-12	This option offers a variety of specialized opportunities for acceleration and enrichment in an area of interest. Students may work independently and/or meet with other students undertaking independent studies to share experiences in a seminar.	High performance; student interest; self-motivation; teacher recommendation.
Interest-Based Clubs	K-12	Numerous clubs and other organizations exist for students. In these clubs, students participate in community service activities, develop leadership skills, and experience a variety of activities that	High interest in a subject or topic; self-directed behaviors.

H. Description of Enrichment Opportunities			
Enrichment Opportunities	Grades Available	Description	Evidences
		enrich both their own lives and the lives of others.	
Internships	9-12	Students experience the working world through internships which provide specific on-the-job training related to a student's area of interest	Student interest; completion of prerequisite courses; high motivation.
Junior Great Books	K-8	The Junior Great Books program develops students' reading, speaking, critical-thinking, and writing skills by means of intensive work with literary selections from many cultures.	Above average reading skills; student interest and motivation.
Leadership Opportunities	6-12	Schools provide a variety of opportunities for students to develop leadership skills through work in extra-curricular activities and clubs.	Student interest; for all students.
Math Science Education Network	6-12	This is a network of colleges, universities, and schools with the purpose of promoting interest and developing skills in fields of study related to mathematics and science.	Student interest in mathematics and science; parent interest.
MathCounts	4-8	MathCounts is a team competition for students. School teams compete to solve mathematics problems.	High mathematics ability; good problem-solving skills; competitive spirit.
Mentor Program	K-12	Mentorships provide an opportunity for students to work with professionals in areas of interest to connect what they learn in school with the world of work.	High interest; high level of motivation; comfort with adults.
Odyssey of the Mind	K-8	This program promotes creative, team-based problem solving. It helps students learn divergent thinking and problem-solving skills while participating in a series of challenging and motivating activities, both inside and outside the classroom.	High achievement levels; creativity; curiosity; high motivation; teacher recommendation.
Product Development	K-8	Product development activities give students experience in creating, inventing, and investigating within areas of their interest.	High interest; creativity.
Quiz Bowl, Brain Game, and High IQ	9-12	See description under Competitions, Contests, and Subject Area Fairs above.	See Competitions, etc., above.
School Newspaper	6-12	Working on a school newspaper gives students an opportunity to use investigation, problem solving, collaboration, and writing skills to produce a newspaper.	Strong writing skills; teacher recommendation.
School-Based Book Clubs	9-12	Schools provide a structured opportunity for students to read and discuss a common book.	Student interest.
Science Decathlon	6-8	National Science Decathlon is a non-profit organization dedicated to promoting science education by organizing competitive, hands-on science-based tournaments throughout the United States. Division A events are for 9 th -12 th grade high school students. Division B events are for 6 th -9 th grade junior high, middle school and intermediate elementary students.	Student interest.
Spelling Bee	4-8	Schools participate in local and/or district-wide spelling bees according to the procedures of the Annual Scripps National Spelling Bee.	Student interest; parent support.

H. Description of Enrichment Opportunities			
Enrichment Opportunities	Grades Available	Description	Evidences
Superstars	K-5	This program is a weekly enrichment program in mathematics. Students work problems and are recognized weekly for successes.	High mathematics achievement and interest.
Talent Identification Program (TIP)	4-12	A university-based program to identify highly gifted students. After grade 7, these students may attend enrichment programs on the university campus during the summer.	Standards established by TIP.
Talents Unlimited	K-8	Talents Unlimited is a special program in which students learn the basics of critical and creative thinking at an early age.	Student interest.
Upward Bound	9-12	Upward Bound provides high school students who have potential for success with the skills to succeed. Through academic tutoring, the program assists students with high school study and encourages them to pursue a college education.	Student interest; high motivation; teacher recommendation.
WordMasters	4-5	WordMasters is a national competition that focuses on vocabulary enrichment through the format of analogies.	High language ability; student interest and motivation.
Yearbook	6-12	Working on a school yearbook gives students an opportunity to use investigation, problem solving, collaboration, and writing skills to produce a yearbook.	High interest; motivation; teacher recommendation.

IX. Curricula/Instructional Practices

The gifted learners in Durham Public Schools must have their needs met in a variety of ways and environments to accomplish the purpose of this plan. As stated in the mission statement of the Office of Advanced Academics, DPS will “ensure that all advanced and gifted learners make continuous progress from a strong foundation in elementary school, through a rigorous and challenging middle school curriculum, into a high school program that offers the opportunity to complete college-level work before graduation.” Due to this mission, there is a need for differentiation of curriculum and instruction systemwide.

Several advanced, research-based curriculum and program models will be utilized for the creation of differentiated curriculum and instruction.

- William and Mary’s Integrated Curriculum Model (VanTassel-Baska)
- Literacy-Collaborative Model (Fountas and Pinnell)
- Renzulli Learning System (Renzulli)
- U-STARS-PLUS Program (Coleman)
- Young Scholars Program
- Problem-Based Learning (Gallagher)
- Theory of Multiple Intelligences (Gardner)

X. Evaluation Plan

Durham Public Schools will continue to evaluate the effectiveness of its programs for AIG students with annual reports.

At the conclusion of each academic year, the Executive Director of Advanced Academics will prepare for the Superintendent a report evaluating the implementation of the district's AIG Plan. This report will be organized by each of the specific goals listed in Section IV (B) above and include the following information:

- AIG enrollment and performance by school, gender and ethnicity in Grades 3-8.
- Average EOG test scale scores for AIG students in Grades 3-8.
- Participation in honors courses in high school.
- Participation, success rates, and average scores on advanced placement exams (both AP and IB) by course, school, gender, and ethnicity.
- Participation and success data for the Nurturing Program.
- Results of annual surveys of AIG parents and Facilitators.

XI. Personnel and Professional Development

A. Personnel Roles and Responsibilities

In order to deliver quality programming for academically and intellectually gifted students, many people must work together. All members of the school community, including administrators at all levels, teachers, student services personnel, parents and community members have specific responsibilities. Collaboration among all individuals is vital if AIG students are to be successful.

The following chart lists personnel categories and corresponding responsibilities. Each school's AIG Committee may adjust the workload to meet the school's unique needs while still maintaining high standards of accountability to students, parents, and the system. The overarching goal of each person will be to ensure educationally appropriate services to gifted students.

**Roles and Responsibilities for Personnel Serving AIG Students in Durham Public Schools
(All Roles are K-12 Unless Otherwise Noted)**

Title	Qualifications and Responsibilities
Coordinator of AIG Services (Central Services Based)	<ul style="list-style-type: none"> • Requires AIG Licensure • Oversee implementation and accountability of AIG plan. • Hold regular meetings with school-based AIG Facilitators. • Consult with teachers and/or administrators. • Coordinate professional development activities. • Evaluate effectiveness and appropriateness of AIG services. • Represent the AIG Program on committees, in meetings, and at various functions. • Oversee budget preparation and use. • Supervise the development of differentiated curriculum for the AIG Program. • Supervise screening and identification activities in the schools. • Chair the AIG Placement Review Committee. • Develop and maintain communication with parents. • Build communications with area institutions of higher learning to provide appropriate acceleration and concurrent enrollment opportunities.
AIG Facilitator (K-8, School-Based)	<ul style="list-style-type: none"> • Requires AIG licensure. • Oversee the implementation of the AIG Plan in the school. • Coordinate screening and identification activities in school. • Maintain accurate and appropriate records related to gifted education procedures. • Coordinate the development of differentiated curriculum for gifted students. • Collaborate with teachers and administrators about the needs of gifted students. • Chair the AIG Committee to identify gifted students and assist in planning appropriate service delivery options for them. • Develop and maintain communication with parents. • Conduct workshops and meetings as needed related to gifted education.
AIG Teacher	<ul style="list-style-type: none"> • Requires AIG licensure. • Assist with the implementation of the AIG program in the school. • Assist with screening and identification activities in the school. • Maintain accurate and appropriate records related to gifted education procedures. • Participate in the development of differentiated curriculum for gifted students. • Collaborate with teachers and administrators about the needs of gifted students. • Serve on the AIG Committee to identify gifted students' needs and plan appropriate service delivery options for them. • Develop and maintain communication with parents. • Conduct workshops and meetings as needed related to gifted education.
Teacher of Cluster Groups (K-8)	<ul style="list-style-type: none"> • Work cooperatively with AIG teachers to provide differentiated instruction to clustered groups of students in the regular classroom. • Prepare differentiated instructional plan for students. • Communicate with parents and other appropriate personnel regarding the AIG program. • Participate in professional development activities related to gifted students. • Assist with the AIG Committee as needed.
Regular Education Teachers	<ul style="list-style-type: none"> • Support emerging gifted characteristics in students. • Refer and recommend students who may need differentiated services. • Collaborate with other teachers to deliver an aligned curriculum. • Develop and maintain communication with parents. • Participate in AIG Committee meetings as needed.

Title	Qualifications and Responsibilities
Honors Course Teacher, Grades 9-12	<ul style="list-style-type: none"> • Must meet any credential or training requirements set by the NC Department of Public Instruction (Honors Portfolio). • Refer and recommend students who may need differentiated services. • Provide differentiated instruction as necessary to ensure success of AIG students. • Develop and maintain communication with parents.
Advanced Placement (AP®) Teacher	<ul style="list-style-type: none"> • Must meet any credential or training requirements set by the College Board, including, at a minimum, meeting the requirements of the annual AP audit. • Refer and recommend students who may need differentiated services. • Provide differentiated instruction as necessary to ensure success of AIG students.
International Baccalaureate Program Teacher (K-12)	<ul style="list-style-type: none"> • Must participate in training approved by the International Baccalaureate Organization (IBO) for either the Primary Years, Middle Years, or the Diploma Programme. • Refer and recommend students who may need differentiated services. • Provide differentiated instruction as necessary to ensure success of AIG students.
Guidance Counselors	<ul style="list-style-type: none"> • Support the social and emotional needs of gifted students and underachieving students. • Help students and parents with academic guidance and planning. • Help students with planning for post-secondary opportunities and careers. • Participate in AIG Committee meetings.
School Psychologists	<ul style="list-style-type: none"> • Assist with interpretation of test results on a consultation basis. • Serve as a resource as needed for the AIG Facilitator and the AIG Committee.
Media Specialists	<ul style="list-style-type: none"> • Assist site-based staff with appropriate media resources for gifted students and students with gifted potential. • Guide the students in use of the media center and mastering media equipment. • Assist students with special projects in locating appropriate resources. • Assist students to develop effective research skills.
Principals	<ul style="list-style-type: none"> • Provide leadership and support for implementation and assessment of the AIG program. • Communicate needs and concerns to appropriate personnel. • Monitor compliance with local, state, and federal guidelines. • Participate in needed professional development activities related to gifted education. • Review decisions of the AIG Committee as needed.
AIG Committee (School-Based)	<ul style="list-style-type: none"> • Collect and review student information in order to make appropriate service delivery options recommendations. • Maintain accurate and accessible records related to gifted services. • Monitor compliance with local, state, and federal guidelines. • Chaired by the AIG Facilitator. Includes AIG teacher(s), regular education teachers, counselor, administrator, and others as needed.
AIG Placement Review Committee (AIG/PRC)	<ul style="list-style-type: none"> • Hear appeals for placement decisions from the principal. • Includes central services administrators appointed by the superintendent.
AIG Advisory Committee	<ul style="list-style-type: none"> • Advise Executive Director of Advanced Academics and Coordinator of AIG Services on implementation of gifted program. • Includes parents, AIG teachers, administrators, and community representatives.

B. Professional Development

Durham Public Schools is committed to providing a comprehensive professional development which enables educators to appropriately identify and address the needs of academically and intellectually gifted students. Professional development is essential to expanding service delivery options for gifted students and is crucial for successful implementation of the plan.

The purposes of AIG professional development in Durham Public Schools are to:

- Promote awareness of characteristics of gifted students and their learning needs;
- Increase positive attitudes toward gifted students and their uniqueness;
- Provide information about methods of differentiating programs and building a repertoire of teaching strategies appropriate for gifted students;
- Enhance skills for working effectively with gifted students;
- Generate enthusiasm for programs that provide differentiated learning opportunities for a wide range of student abilities and needs; and
- Contribute to an overall purpose of renewal and revitalization through the total school program.

Connection between AIG Licensure, Professional Development and Service Delivery

North Carolina AIG add-on licensure is granted by the NC Department of Public Instruction to teachers who complete a rigorous training program of 12 semester hours of graduate credit in specific topics.

State AIG licensure is *required* for teachers in the following positions:

- Grades K-8 teachers of language arts or mathematics where 50% or more of the instructional day is with AIG students in advanced, honors, or AIG classes; and
- Grades K-8 teachers in regular education classes or resource classes where more than 30% of the class is receiving differentiated services through the AIG program.

Requirements must be completed within two years of a teacher's employment in a position requiring licensure. Teachers paid from state-allotted AIG funds must be licensed.

AIG Professional Development:

For the three years of this plan (2007-2010), the priority for Durham Public Schools' AIG professional development will be to provide coursework leading to AIG licensure for 150 teachers. The district will work with North Carolina Central University, Duke University and the NC Model Teacher Education Consortium to provide this coursework at no cost to teachers for tuition or materials.

In addition, the district will offer a minimum of twenty (20) contact hours per year of ongoing professional development for licensed AIG teachers in such topics as: AIG assessment and testing, serving underrepresented populations, nurturing programs, meeting the social/emotional needs of gifted students, recent research in gifted education, and topics necessary to implement this AIG Plan.

Finally, the district will provide professional development for administrators, counselors, and regular classroom teachers in such topics as characteristics of gifted students, differentiated instruction for advanced learners, and strategies for meeting the social and emotional needs of AIG students.

XII. Parent and Community Involvement

Durham Public Schools will pursue active partnerships with parents and the community. We believe that such relationships can enhance learning opportunities for students. Involved parents offer not only support for their children and the school program, but also serve as advocates for the educational needs of gifted students. Business and community groups can provide experiences which extend learning activities beyond the classroom and traditional curriculum through internships and mentorships.

Communication will be a vital link between the school, parents and community groups. Positive communication and sharing of information build an understanding of the needs and challenges of the AIG program. An AIG Parent Advocacy Board will be formed to provide a communication link among all parts of the school community. The Board will meet quarterly to discuss issues related to gifted education and to review progress of the students and the program.

Schools will maintain close communication with parents and community members through newsletters, conferences, and school activities. The school's AIG committee and AIG Facilitator will foster communication between parents and teachers in order to involve parents in class activities and to make them aware of enrichment opportunities. Each school will hold an annual meeting with parents of AIG students to discuss service delivery options, activities, student progress, and successes and challenges in the program. Individual schools may also initiate AIG Parent Support Groups. In the past, parent groups at some of our elementary schools have taken on such projects as coordinating the WordMasters, Math Superstars and Odyssey of the Mind competitions. These groups have also organized a Science Day/Science Fair at one school and sponsored Game Nights and Workshop Saturdays.

The school district will sponsor parent and community workshops regarding issues related to gifted education. At least one of the "Power of Parents" district-wide workshops will address the needs of gifted students. In addition, information will be provided to parents about local workshops and enrichment opportunities sponsored by other organizations related to gifted issues. The system will support the work of the Durham chapter of Partners for the Advancement of Gifted Education (PAGE).

Businesses and community agencies can provide invaluable learning experiences for students. The Parent Advocacy Board will recruit business and community persons to serve as mentors, supervise internships, and organize shadowing experiences for gifted students. The Board will develop and maintain a file of agencies and businesses that will assist with learning activities both in the classroom and through extra-curricular activities.

As part of a community outreach program, the Office of Advanced Academics will annually update and distribute an English/Spanish brochure about the district's AIG program. In order to receive regular feedback from as many parents as possible, the district will conduct an annual survey of parents of AIG students and use that information to make necessary changes in the program.

XIII. Links to Other System-wide Efforts

Although the following list of efforts linked to the AIG Program is not exhaustive, it does provide evidence of Durham Public Schools' commitment to increased student achievement for all students.

Committee to Increase Access to Advanced Courses

This committee was established in December of 2006 to develop a district-wide plan to increase enrollment in honors courses, Advanced Placement (AP[®]) courses and tests, and in the International Baccalaureate Programme (IB)—particularly among historically underrepresented groups of students. The committee was also asked to develop a plan to ensure students are provided the necessary support to achieve success in higher-level courses. Committee Members include staff members from the areas of Advanced Academics, Student Services, and Curriculum and Instruction. The committee will make formal recommendations to the Board of Education that address the following:

- Use of AP Potential[®] Software
- Recruitment and training for teachers of advanced classes
- Increasing advanced course offerings at all high schools
- Creative scheduling of advanced courses including virtual options
- Required professional development
- Expansion of AVID (Advancement Via Individual Determination)
- Development of summer programs and academics to support students taking advanced courses
- Options for AP review sessions including online options
- Promotion of achievement of advanced students through the Office of Public Affairs
- Expanded use of College Board resources to support AP teachers
- Continued commitment to train IB teachers
- A comprehensive K-12 curriculum alignment plan

New Magnet Programs

Durham Public Schools has also remained committed to increasing enrichment opportunities by maintaining the integrity of their current magnet programs while continuing to offer new models. Burton Geo-World Elementary Magnet School is currently pursuing International Baccalaureate Primary Years Programme (PYP) certification. Implementation of the PYP will allow complete vertical alignment of IB Programmes from kindergarten through twelfth grade. It will also prepare students for the rigors of the IB Diploma Programme during their junior and senior years.

A new elementary magnet school opened during the 2006-2007 school year with the theme of Gifted and Talented. The GT magnet school program is founded on the belief that all students possess gifts and talents that need to be identified, nurtured, and rewarded. In addition, another magnet school is set to open during the 2007-2008 school year. W.G. Pearson Magnet Middle School will continue with the GT theme and will be linked to three elementary schools with similar curricula.

As with all magnet schools in DPS, application to the GT elementary and middle schools is open to all students. A completely random lottery system is used to select students for admission. Open access to enrichment opportunities has created diverse student populations and exposed them to multiple themes and instructional approaches.

Opportunities for Dual Enrollment and Specialized High Schools

An increasing number of programs offer opportunities for advanced high school students to earn college credit while enrolled in high school. The Josephine Dobbs Clements Early College High School on the campus of North Carolina Central University provides an accelerated program such that students complete most of their graduation requirements in the first two years of the four year program. Students begin taking college courses as they are ready, and many students will graduate with the equivalent of two years of general college credits—all within the four years of high school and at no expense to the student.

The Middle College High School at Durham Technical Community College admits students in the eleventh grade and challenges them to complete their high school graduation requirements and an Associates Degree within three years.

Riverside High School offers Fast Forward American History, a partnership with UNC-Greensboro whereby students actually earn credit toward their bachelor's degree by completing the course successfully.

AVID (Advancement Via Individual Determination)

Available in all DPS high schools, most middle schools, and some elementary schools, AVID is an elective class designed to prepare “students in the middle” for success in four-year colleges and universities. The course focuses on writing, inquiry, collaboration, reading, note-taking, and study skills. Students are provided with trained tutors during class, and they take field trips to cultural events, colleges, and universities. Students must commit to taking notes in class daily and keeping one binder for all of their classes. Other requirements include good attendance, a lack of disciplinary problems, and a 2.0 grade point average. Because this program encourages students to enroll in honors and AP courses, it is almost by definition an AIG Nurturing Service.

High School Reform

Since January 2004, Durham Public Schools' High School Reform initiative has brought together teams of teachers, counselors, and administrators from each of the district's high schools to analyze data, study national and state best practices in high school program design, and make recommendations to central administration and the Board of Education for necessary policy, curriculum, and structural changes. Under the banner of increasing “rigor, relevance, and relationships, this group has spearheaded the movement to flexible block scheduling at all high schools, implementation of a freshman academy approach at most of the high schools, and a general push to “raise the bar” for all students. The work of this group has resulted in numerous strategies for increasing participation in honors and Advanced Placement courses and for supporting students as they take on increasingly challenging work, thereby improving options for AIG students.

Middle School Reform

Following the successful impact of the High School Reform Initiative, the district began a similar Middle School Reform initiative in the 2004-05 school year. For students to be successful

in the high school and college programs of the future, there needed to be changes in the crucial middle years. This group recommended increasing time for core academic courses during each school day as well as providing the same challenging courses at all middle schools.

The team of teachers, counselors, and principals identified two programs by the Flippen Group to help them improve the climate at the district's middle schools:

- *Capturing Kids' Hearts* Training empowers middle school teachers to create self-managing classrooms and foster positive relationships with their students.
- *Teen Leadership* is an elective course that develops the self-esteem and leadership skills of students. By establishing a community of learners and conducting self-assessments, students gain insight into how to develop positive personal relationships and foster collaboration.

Project SUCCEED (Stimulating Understanding of Computational Science through Collaboration, Exploration, Experiment, and Discovery)

Through a mentor/apprentice model, the Shodor Center's Project SUCCEED offers students the opportunity to learn computational science (computer simulation) to solve complex problems in the fields of math and science. Successful participation may result in a paid apprenticeship for the student.

Women and Math Mentoring Program

The Math Mentoring Program was created to inspire and encourage all students, particularly young women, to continue their study of mathematics, and to learn about careers in which mathematics plays a role. The program links small groups of two or three eighth-grade girls with local female professionals in mathematics-related fields. Through monthly interactions during the second semester of the school year, the girls learn about their mentor's career.

MSEN

This is a network of colleges, universities, and schools with the purpose of promoting interest and developing skills in fields of study related to mathematics and science.

XIV. Procedures for Resolving Disagreements

Parents or guardians may request a review of academically and/or intellectually gifted (AIG) services if they feel that:

- (a) Durham Public Schools improperly failed to identify their child as an AIG student, or
- (b) The plan for the AIG Program has not been implemented appropriately in regard to their child.

The review process is outlined in the steps below.

Step 1: Principal's Conference

- A. If a disagreement concerning AIG services is not resolved with the AIG Committee, the parent or guardian may file a written appeal of the committee's decision with the principal within five (5) school days. If the principal is part of the AIG Committee, proceed to Step 2.

- B. The principal shall schedule a conference with the parent or guardian within five (5) school days of receiving the appeal and, after reviewing the challenged recommendation with the AIG Committee chairperson, shall respond in writing to the parent or guardian and AIG Committee within five (5) school days after the parent conference.

Step 2: Appeal to the AIG Coordinator and the AIG Placement Review Committee

- A. If the disagreement is not resolved through the principal's conference, the parent or guardian may file a written appeal of the decision with the AIG Coordinator within five (5) school days of receiving the principal's response.
- B. The AIG Coordinator shall convene the AIG Placement Review Committee (AIG-PRC) and schedule a conference with the parent or guardian within five (5) school days of receiving the appeal.
- C. The AIG-PRC shall respond in writing to the parent or guardian and principal concerning the outcome of the review within five (5) school days after the conference.

Step 3: Appeal to Durham Public Schools Board of Education

- A. If the disagreement is not resolved through the AIG Placement Review Committee's review, the parent or guardian may file a written appeal of the decision with the Durham Public Schools Board of Education within five (5) school days of receiving the response from the AIG Placement Review Committee.
- B. The Board of Education shall offer a final written decision to the parent or guardian within thirty (30) calendar days after receiving the appeal.
- C. The Board of Education shall notify the parent or guardian that he/she has sixty (60) days to appeal to the Office of Administrative Hearings under Article 3 of Chapter 150-B of the General Statutes.

Step 4: State Level Grievance Procedure

- A. In the event that the local grievance procedure fails to resolve the 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 the review shall be limited to:
 - (i) Whether the local school board administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or
 - (ii) Whether the local plan has been implemented appropriately in regard to the child.
- B. 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 decisions 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.

XV. Timeline for Implementing the 2007-10 AIG Plan

A. Year One

Objective	2007-08 School Year			
	Jul-Aug 2007	Sep-Dec 2007	Jan-May 2008	June 2008
1A. Develop and implement a plan to identify, nurture, and challenge students who exhibit AIG potential.	<ul style="list-style-type: none"> Provide schools with parameters for Nurturing Services. 	<ul style="list-style-type: none"> Schools describe Nurturing Services to be offered and file plans with Central Services Schools identify students for nurturing and develop a Nurturing Plan for each student served. 	<ul style="list-style-type: none"> Schools continue to implement and refine Nurturing Services 	<ul style="list-style-type: none"> Evaluate first year implementation and revise plans as necessary for 2008-09.
1B. Revise the form “Summary Results of Evaluation for AIG Students” to include Nurturing Program option.	<ul style="list-style-type: none"> Once AIG Plan has been reviewed by the state, distribute revised form to all schools. 			<ul style="list-style-type: none"> Revise form as needed for 2008-09.
1C. Include Renzulli Scale for Rating Behavioral Characteristics of Talented and Gifted Students as part of nomination/identification process.	<ul style="list-style-type: none"> Once AIG Plan has been reviewed by the state, distribute necessary forms to schools. 	[Complete]		
1D. Include an AIG “sweep screen” measure for all students in the fall of the kindergarten year.	<ul style="list-style-type: none"> Identify measure to be used. 	<ul style="list-style-type: none"> Pilot sweep procedure and test at four elementary schools. 		<ul style="list-style-type: none"> Evaluate process and make recommendation for year two.
1E. Implement sixth grade “sweep screen” test.	<ul style="list-style-type: none"> Develop procedure. 	<ul style="list-style-type: none"> Pilot sweep screen test at two middle schools. 		<ul style="list-style-type: none"> Evaluate process and make recommendation for year two.
1F. Ensure that nomination checklists include social/emotional characteristics.	<ul style="list-style-type: none"> Revise nomination forms as necessary prior to the start of school. 	[Complete]		
2A. Implement William and Mary Curriculum Units in grades 1-8 language arts designed explicitly to challenge AIG students.	<ul style="list-style-type: none"> Purchase 6-8 materials and train teachers in their use. 	<ul style="list-style-type: none"> Implement at least one of the units per grade level at each middle school. Pilot units at several elementary schools. 		<ul style="list-style-type: none"> Evaluate effectiveness and make recommendations for year two.
2B. With AIG language arts teachers in grades 3-8, as well as media specialists and curriculum directors, identify a list of supplementary books for study.		<ul style="list-style-type: none"> Assemble a committee of elementary and middle school teachers. 	<ul style="list-style-type: none"> Committee completes work and distributes lists. 	
2C. Implement curriculum units for grades 3-5 math designed explicitly to challenge AIG students.	<ul style="list-style-type: none"> Meet with AIG Facilitators and Curriculum Directors to develop a plan. 	<ul style="list-style-type: none"> Purchase materials and train teachers in their use. 		<ul style="list-style-type: none"> Evaluate effectiveness and make recommendations.

Objective	2007-08 School Year			
	Jul-Aug 2007	Sep-Dec 2007	Jan-May 2008	June 2008
2D. Develop a plan to increase enrollment in honors courses, Advanced Placement® courses, and the International Baccalaureate Program—particularly among least identified groups of students.	<ul style="list-style-type: none"> When the committee completes its plan, distribute to all high school principals. 	<ul style="list-style-type: none"> Meet with all high school principals to monitor implementation. 		<ul style="list-style-type: none"> Evaluate first year implementation and revise plan as necessary for 2008-09.
2E. Develop a plan to increase opportunities for identified advanced academic learners to participate in dual credit and dual enrollment, internships, and community research projects.		<ul style="list-style-type: none"> Form committee to develop plan. 		<ul style="list-style-type: none"> Distribute completed plan to all high school principals.
2F. Develop a plan to ensure that students are provided the necessary support to achieve success in higher-level courses.	<ul style="list-style-type: none"> Continue to implement AVID program and expand as needed. 			
2G. Ensure that units and lessons in the district’s Riverdeep Instructional Organizer (RIO) contain differentiated content and strategies for AIG students.			<ul style="list-style-type: none"> Assemble a committee of licensed AIG teachers to review units and lessons in RIO and indicate where changes are needed. 	<ul style="list-style-type: none"> Develop a plan to make revisions recommended by the RIO review committee.
3A. Continue to partner with North Carolina Central University, Duke University, and the NC Model Teacher Education Consortium to provide coursework leading to AIG licensure for at least 150 teachers (over the three year period).	<ul style="list-style-type: none"> Promote AIG licensure programs and assist university partners as necessary. Recruit 50 participants for 2007-08. 			
3B. Provide a minimum of 20 contact hours per year of ongoing professional development for licensed AIG teachers in such topics as: AIG assessment and testing, serving underrepresented populations, nurturing programs, meeting the social/emotional needs of gifted students, recent research in gifted education, and topics necessary to implement this AIG Plan.		<ul style="list-style-type: none"> Provide at least ten hours of professional development for licensed AIG teachers. 	<ul style="list-style-type: none"> Provide at least ten hours of professional development for licensed AIG teachers. 	
3C. Provide professional development for administrators, counselors, and regular classroom teachers in such topics as characteristics of gifted students, differentiated instruction for advanced learners, and strategies for meeting the social and emotional needs of AIG students.		<ul style="list-style-type: none"> AIG Facilitators work with the AIG Coordinator to plan school-based workshops for regular classroom teachers. Develop training modules for counselors and principals. 	<ul style="list-style-type: none"> AIG Facilitators offer professional development to teachers in their schools. Include AIG issues in ongoing professional development of counselors and principals. 	<ul style="list-style-type: none"> Meet with DPS mentors to determine effective ways to include AIG professional development in ILT program.
4A. Make presentations on the	<ul style="list-style-type: none"> Solicit invitations 	<ul style="list-style-type: none"> Make presentations 	<ul style="list-style-type: none"> Continue 	

Objective	2007-08 School Year			
	Jul-Aug 2007	Sep-Dec 2007	Jan-May 2008	June 2008
2007-10 AIG Plan to parent groups at each school as requested.	from schools for presentations to parent groups.	to parent groups as requested.	presentations to parent groups as requested.	
4B. Update “Advanced Academics” brochure and distribute to all parents.			<ul style="list-style-type: none"> Revise brochure and distribute to all parents. 	
4C. Establish an AIG Parent Advocacy Board to devise ways to communicate with parents of gifted students and to bring forth concerns to the Office of Advanced Academics.		<ul style="list-style-type: none"> Establish the AIG Parent Advocacy Board. Hold at least two meetings in the fall semester to develop ground rules and list of potential projects. 	<ul style="list-style-type: none"> Hold at least two meetings and implement selected projects. 	<ul style="list-style-type: none"> Recruit parent members for following year.
4D. Increase participation in an annual survey of AIG parents.		<ul style="list-style-type: none"> With the AIG Parent Advocacy Board, develop a list of strategies for increasing parent participation in the annual survey. 	<ul style="list-style-type: none"> Conduct survey, analyze results, and provide information to each school, to parents, and to district leaders. 	<ul style="list-style-type: none"> Evaluate participation in the survey.
5A. Produce an annual report to administration on the implementation of this plan, including identification, participation, and achievement data.		<ul style="list-style-type: none"> Make final presentation to Board of Education on the implementation of the 2004-07 AIG Plan. 		<ul style="list-style-type: none"> Collect data for year two report on year one implementation.
5B. Conduct annual surveys of AIG Facilitators and AIG parents to identify needed improvements to the AIG Program.		<ul style="list-style-type: none"> Revise surveys based on feedback from participants in the pilot surveys during 2006-07. 	<ul style="list-style-type: none"> Conduct surveys of AIG Facilitators (online) and parents (online and paper). Analyze results and provide feedback to appropriate stakeholders. 	
6A. By August 24, 2007, distribute to schools a procedures manual aligned with the AIG Plan for 2007-10 and containing all forms necessary to support school personnel in implementing the program.	<ul style="list-style-type: none"> Revise procedures manual and distribute to AIG Facilitators prior to the start of school. 	[complete]		
6B. Revise forms as necessary and distribute to schools using the DPS Intranet.	<ul style="list-style-type: none"> Revise and distribute all forms. Make forms available on DPS intranet. 			<ul style="list-style-type: none"> Revise forms based on feedback from AIG Facilitators and others.

B. Year Two

Objective	2008-09 School Year			
	Jul-Aug 2008	Sep-Dec 2008	Jan-May 2009	June 2009
1A. Develop and implement a plan to identify, nurture, and challenge students who exhibit AIG potential	<ul style="list-style-type: none"> • Revise Nurturing Plan as needed and continue to implement. 			
1B. Revise the form “Summary Results of Evaluation for AIG Students” to include Nurturing Program option.	[Completed in Year One]			
1C. Include Renzulli Scale for Rating Behavioral Characteristics of Talented and Gifted Students as part of nomination/identification process.	[Completed in Year One]			
1D. Include an AIG “sweep screen” measure for all students in the fall of the kindergarten year.	<ul style="list-style-type: none"> • Based on evaluation of the Year One pilot, expand to all schools 			<ul style="list-style-type: none"> • Evaluate process and revise as needed.
1E. Implement sixth grade “sweep screen” test.	<ul style="list-style-type: none"> • Based on evaluation of the Year One pilot, expand to all schools 			<ul style="list-style-type: none"> • Evaluate process and revise as needed.
1F. Ensure that nomination checklists include social/emotional characteristics.	[Completed in Year One]			
2A. Implement William and Mary Curriculum Units in grades 1-8 language arts designed explicitly to challenge AIG students.	<ul style="list-style-type: none"> • Review recommendations from Year One and implement changes needed. 			
2B. With AIG language arts teachers in grades 3-8, as well as media specialists and curriculum directors, identify a list of supplementary books for study.			<ul style="list-style-type: none"> • Revise supplementary book list as needed. 	
2C. Implement curriculum units for grades 3-5 math designed explicitly to challenge AIG students.	<ul style="list-style-type: none"> • Review recommendations from Year One and implement changes needed. 			
2D. Develop a plan to increase enrollment in honors courses, Advanced Placement® courses, and the International Baccalaureate Program—particularly among least identified groups of students.	<ul style="list-style-type: none"> • Continue to support the work of the Superintendent’s Committee as requested. 			
2E. Develop a plan to increase opportunities for identified advanced academic learners to participate in dual credit and dual enrollment, internships, and community research projects.	<ul style="list-style-type: none"> • Implement and monitor plan 			<ul style="list-style-type: none"> • Evaluate first year implementation and revise plan as needed.
2F. Develop a plan to ensure that students are provided the necessary support to achieve	<ul style="list-style-type: none"> • Continue to implement AVID program and expand as needed. 			

Objective	2008-09 School Year			
	Jul-Aug 2008	Sep-Dec 2008	Jan-May 2009	June 2009
success in higher-level courses.				
2G. Ensure that units and lessons in the district’s Riverdeep Instructional Organizer contain differentiated content and strategies for AIG students.	<ul style="list-style-type: none"> Implement the plan developed in Year One. 		<ul style="list-style-type: none"> Review units added since last analysis and make recommendations for changes. 	
3A. Continue to partner with North Carolina Central University, Duke University, and the NC Model Teacher Education Consortium to provide coursework leading to AIG licensure for at least 150 teachers (over the three year period).	<ul style="list-style-type: none"> Promote AIG licensure programs and assist university partners as necessary. Recruit 50 participants for 2008-09. 			
3B. Provide a minimum of 20 contact hours per year of ongoing professional development for licensed AIG teachers in such topics as: AIG assessment and testing, serving underrepresented populations, nurturing programs, meeting the social/emotional needs of gifted students, recent research in gifted education, and topics necessary to implement this AIG Plan.		<ul style="list-style-type: none"> Provide at least ten hours of professional development for licensed AIG teachers. 	<ul style="list-style-type: none"> Provide at least ten hours of professional development for licensed AIG teachers. 	
3C. Provide professional development for administrators, counselors, and regular classroom teachers in such topics as characteristics of gifted students, differentiated instruction for advanced learners, and strategies for meeting the social and emotional needs of AIG students.		<ul style="list-style-type: none"> AIG Facilitators offer professional development to teachers in their schools. Include AIG issues in ongoing professional development of counselors and principals. 		
4A. Make presentations on the 2007-10 AIG Plan to parent groups at each school as requested.	<ul style="list-style-type: none"> Continue to make presentations to parent groups as requested. 			
4B. Update “Advanced Academics” brochure and distribute to all parents.			<ul style="list-style-type: none"> Revise brochure and distribute to all parents. 	
4C. Establish an AIG Parent Advocacy Board to devise ways to communicate with parents of gifted students and to bring forth concerns to the Office of Advanced Academics.		<ul style="list-style-type: none"> Hold quarterly meetings of the Parent Advocacy Board and implement projects selected. 		
4D. Increase participation in an annual survey of AIG parents.		<ul style="list-style-type: none"> Based on feedback about the survey in Year One, make necessary changes to the survey and the process. 	<ul style="list-style-type: none"> Conduct survey. Evaluate participation and make recommendations to increase it for Year Three. 	

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5A. Produce an annual report to administration on the implementation of this plan, including identification, participation, and achievement data.		<ul style="list-style-type: none"> • Make annual report to the Board of Education. 		<ul style="list-style-type: none"> • Collect data needed for annual report.
5B. Conduct annual surveys of AIG Facilitators and AIG parents to identify needed improvements to the AIG Program.			<ul style="list-style-type: none"> • Conduct surveys, analyze results and include in annual AIG evaluation. 	
6A. By August 24, 2007, distribute to schools a procedures manual aligned with the AIG Plan for 2007-10 and containing all forms necessary to support school personnel in implementing the program.	[Complete]			
6B. Revise forms as necessary and distribute to schools using the DPS Intranet.	<ul style="list-style-type: none"> • Continue to update forms annually. 			

C. Year Three

Objective	2009-10 School Year			
	Jul-Aug 2009	Sep-Dec 2009	Jan-May 2010	June 2010
1A. Develop and implement a plan to identify, nurture, and challenge students who exhibit AIG potential.	<ul style="list-style-type: none"> • .Revise and continue to implement. 			
1B. Revise the form “Summary Results of Evaluation for AIG Students” to include Nurturing Program option.	[Completed in Year One]			
1C. Include Renzulli Scale for Rating Behavioral Characteristics of Talented and Gifted Students as part of nomination/identification process.	[Completed in Year One]			
1D. Include an AIG “sweep screen” measure for all students in the fall of the kindergarten year.	<ul style="list-style-type: none"> • Based upon evaluation of Year Two process, continue. 			
1E. Implement sixth grade “sweep screen” test.	<ul style="list-style-type: none"> • Based upon evaluation of Year Two process, continue. 			
1F. Ensure that nomination checklists include social/emotional characteristics.	[Completed in Year One]			
2A. Implement William and Mary Curriculum Units in grades 1-8 language arts designed explicitly to challenge AIG students.	<ul style="list-style-type: none"> • Continue successful units. • Provide training as necessary. 			
2B. With AIG language arts teachers in grades 3-8, identify a			<ul style="list-style-type: none"> • Revise list as needed. 	

Objective	2009-10 School Year			
	Jul-Aug 2009	Sep-Dec 2009	Jan-May 2010	June 2010
list of supplementary books for study.				

<p>2C. Implement curriculum units for grades 3-5 math designed explicitly to challenge AIG students.</p>			<ul style="list-style-type: none"> • Review recommendations from Year Two and implement changes needed. 	
<p>2D. Develop a plan to increase enrollment in honors courses, Advanced Placement® courses, and the International Baccalaureate Program—particularly among least identified groups of students. (Superintendent’s Goal 1.3.b)</p>	<ul style="list-style-type: none"> • Continue to support the work of the Superintendent’s Committee as requested. 			
<p>2E. Develop a plan to increase opportunities for identified advanced academic learners to participate in dual credit and dual enrollment, internships, and community research projects.</p>	<ul style="list-style-type: none"> • Continue to support the work of the Superintendent’s committee as requested. 			
<p>2F. Develop a plan to ensure that students are provided the necessary support to achieve success in higher-level courses.</p>	<ul style="list-style-type: none"> • Continue to implement AVID program and expand as needed. 			
<p>2G. Ensure that units and lessons in the district’s Riverdeep Instructional Organizer contain differentiated content and strategies for AIG students.</p>	<ul style="list-style-type: none"> • Continue to implement plan from Year One as revised in Year Two. 			
<p>3A. Continue to partner with North Carolina Central University, Duke University, and the NC Model Teacher Education Consortium to provide coursework leading to AIG licensure for at least 150 teachers (over the three year period).</p>	<ul style="list-style-type: none"> • Promote AIG licensure programs and assist university partners as necessary. • Recruit 50 participants for 2009-10. 			
<p>3B. Provide a minimum of 20 contact hours per year of ongoing professional development for licensed AIG teachers in such topics as: AIG assessment and testing, serving underrepresented populations, nurturing programs, meeting the social/emotional needs of gifted students, recent research in gifted education, and topics necessary to implement this AIG Plan.</p>		<ul style="list-style-type: none"> • Provide at least ten hours of professional development for licensed AIG teachers. 	<ul style="list-style-type: none"> • Provide at least ten hours of professional development for licensed AIG teachers. 	
<p>3C. Provide professional development for administrators, counselors, and regular classroom teachers in such topics as characteristics of gifted students, differentiated instruction for advanced learners, and strategies for meeting the social and emotional needs of AIG students.</p>		<ul style="list-style-type: none"> • AIG Facilitators offer professional development to teachers in their schools. • Include AIG issues in ongoing professional development of counselors and principals. 		

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4A. Make presentations on the 2007-10 AIG Plan to parent groups at each school as requested.	<ul style="list-style-type: none"> • Continue presentations to parent groups as requested. 			
4B. Update “Advanced Academics” brochure and distribute to all parents.			<ul style="list-style-type: none"> • Revise brochure and distribute to all parents. 	
4C. Establish an AIG Parent Advocacy Board to devise ways to communicate with parents of gifted students and to bring forth concerns to the Office of Advanced Academics.		<ul style="list-style-type: none"> • Hold quarterly meetings of the Parent Advocacy Board and implement projects selected. 		
4D. Increase participation in an annual survey of AIG parents.		<ul style="list-style-type: none"> • Based on evaluation of survey results in Year Two, make recommended changes 	<ul style="list-style-type: none"> • Conduct survey. • Evaluate participation and make recommendations to increase it for Year Three. 	
5A. Produce an annual report to administration on the implementation of this plan, including identification, participation, and achievement data.		<ul style="list-style-type: none"> • Make annual report to the Board of Education. 		<ul style="list-style-type: none"> • Collect data needed for annual report.
5B. Conduct annual surveys of AIG Facilitators and AIG parents to identify needed improvements to the AIG Program.			<ul style="list-style-type: none"> • Conduct surveys, analyze results and include in annual AIG evaluation. 	
6A. By August 24, 2007, distribute to schools a procedures manual aligned with the AIG Plan for 2007-10 and containing all forms necessary to support school personnel in implementing the program.	[Complete]			
6B. Revise forms as necessary and distribute to schools using the DPS Intranet.	<ul style="list-style-type: none"> • Continue to update forms annually. 			

XVI. Budget

A. State Allotment

The state provides funding for AIG teaching allotments. In 2006-07 the district received \$1,281,957. All funds were used to pay salaries for approximately 26.5 AIG-licensed teachers. The district will continue to rely on this source of state funds.

B. Local Allotment

Durham Public Schools provides local funds for the AIG program in two main ways: (1) salaries for teaching positions, (2) support from partners in the AIG licensing initiative, and (3) a dollar allotment for program support.

(1) Locally funded positions. In 2006-07, the district used state and local funds for 56 teaching positions in grades K-8 (allotted on the basis of total student enrollment and identified AIG students). In addition to the state funds, the local contribution was approximately \$1,600,000 in teacher salaries (which funded 29.5 positions). The district also funds the salary of the Executive Director of Advanced Academics, the K-8 AIG Lead Teacher, and an administrative assistant. The district will continue to support these salaries.

(2) Support from partners in the AIG licensing initiative. The NC Model Teacher Education Consortium funded the bulk of the cost for licensure courses at North Carolina Central University and Duke University. Durham Public Schools paid \$200 per course per teacher (4 courses x 74 teachers) for a total estimated cost of \$59,200 for teacher licensure. The District will continue this level of support for AIG licensure over the next three years.

(3) Local program support budget. Local program support totaled \$86,192 in 2006-07. The district anticipates that it will continue this level of support in each of the three years of this plan.