

Durham Public Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2010-2013

Approved by local Board of Education on: 17-JUN-10

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

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

As LEAs transition to the new AIG Program Standards, every LEA participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2010-2013. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Durham Public Schools local AIG plan is as follows:

Durham Public Schools Vision for local AIG program: The Department of Advanced Academics within Durham Public Schools will discover, nurture, and develop the potential of every student through designing, guiding, and promoting rigorous programs that challenge and develop the gifts in all learners.

Sources of funding for local AIG program (as of 2010)

State Funding	Local Funding	Grant Funding	Other Funding
\$1554989.00	\$588950.00	\$0.00	\$0.00

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A

Articulates and disseminates clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Focused Practice for 2010-2013.

Rationale: While the identification procedures are consistent through all DPS schools, there remains misinformation, miscommunication and misunderstandings regarding the process in the larger Durham community. It is important that strong efforts are made to effectively communicate clear procedures and processes to all parties.

Goals: To ensure all DPS personnel, families and community are aware of and understand the screening, referral and identification process for AIG services.

Description: •Develop Frequently Asked Questions (FAQs) for district website

- Link school websites/profiles directly to the district website's DPS procedures (instead of each school having a different interpretation).
- Department of Advanced Academics will create a presentation kit for all K-8 principals and AIG Facilitators for communication with faculty/staff in July/August.
- Department of Advanced Academics will work with 9-12 principals and counselors to create a communication link for this information for students, teachers, and parents.

Planned Sources of Evidence: • District/School websites linked to DPS with clear information regarding processes and procedures

- Website FAQs
- Memos to teachers, information in parent and staff handbooks
- Agenda and presentations at PTA meetings, meetings district and schoolwide, faculty meetings, school board meetings, etc.
- Brochures
- Showcase of Schools display
- Student/Parent Handbook AIG rights for parents

Other Comments: Results of Fall 2009 AIG Parent Survey indicated that individual schools and DPS need to provide more information about the identification process.

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

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice B

Employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS uses district policy and resources to evaluate each student and compiles the information collected on a standard matrix. Though the percentile for qualifying is lower than

surrounding school systems, the objectivity and consistency of the "Summary of Evaluation Results" does seem to bring the demographics of the AIG population in better alignment with DPS demographics.

The Nurturing/Advanced Learner option has been successful as an option for students who don't quite qualify for services, but exhibit characteristics of an advanced learner. These services have led to identification of some of those students.

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

Description: 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 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 should include:

- AIG teacher(s),
- Regular education teacher(s),
- A school administrator,
- Guidance counselor,
- 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 and sixth 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 plan for nurturing that student.

C. Nomination

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
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. 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. Woodcock Johnson III Achievement Battery (using the 2007 Normative Update) and Bateria III Woodcock-Munoz Pruebas de provechamiento

b. 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 and sixth grades. 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

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 (AIG-00) to determine if the student meets the school district's criteria for identification as AIG.

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 as an Advanced Learner.

3. AIG criteria are not met—no need for differentiated services is indicated.

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 Differentiated Education Plan, services will begin, the student will be designated as AIG in NCWISE, 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 as an Advanced Learner"), the Committee will designate that the student will be included in the Nurturing Plan. 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.

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.

Planned Sources of Evidence: • Aptitude tests (CogAT, Raven, KBIT, OLSAT)

- Achievement tests (WJIII, EOG, ITBS,)
- Renzulli-Hartman teacher rating scale, grades, DPS matrix of evaluation results
- Teacher referrals (teachers are asked to submit names to the AIG facilitators at each school to begin the process)
- Parent referral form (parents may nominate their children)

- Student referral (students may nominate themselves)

Other Comments:

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

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice C

Administers both non-traditional and traditional standardized measures that are based on current theory and research.

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: DPS is strong in the use of traditional standardized measures but we would like to investigate the use of additional non-traditional standardized measures. With the uncertainty of funding this year and our current evaluation of best policy for district-wide K-2 programming and services, we think it best to delay.

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

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

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

Other Comments: DPS would like to research other district plans throughout NC and the US in an effort to utilize "best practices" in gifted identification measures.

Ideas of Strengthening: • Primary Education Thinking Skills (PETS)

- Iowa Algebra Aptitude Test (IAAT)
- Education Value-Added Assessment System (EVAAS)
- Interviews, checklists, portfolios
- Teacher's Observation of Potential in Students (TOPS) forms

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice D

Initiates screening, referral, and identification procedures that respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2010-2013.

Rationale: DPS has a diverse population that is progressing, but not fully represented in our AIG programs. 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.

The National Association for Gifted Children (NAGC) is in the process of revising their standards for publication in September of 2010. DPS would like to use the revised standards as a guide for the future 2013-2016 plan.

Goals: DPS's AIG numbers match DPS's demographics.
Use a three-year timeline for full implementation of Project Bright Idea.

Description: • Gather data regarding each school's demographics at the beginning of the school year.

- Develop a plan to increase underrepresented populations of gifted learners. Investigate ways to compare Naglieri and CogAT results over the past five years to gather trend data.
- Develop a procedure for classroom and resource teachers to collaborate with this purpose in mind (AIG, ESL, EC)
- Ensure AIG information on websites and brochures is current.
- Display AIG brochures in school lobby/office.
- Incorporate formal nurturing program (beginning with Habits of Mind/Gifted Intelligent Behaviors) in four schools with six schools coming on board in 2010-2011.
- DPS will nurture all students, K-2. School staff will use multiple sources as indicators that a young child requires AIG services. Nomination and individual testing will be done for highly gifted learners. The sweep screen in 3rd grade will serve as the formal identification process. AIG teachers will collaborate with regular classroom teachers and Academic coaches to focus on differentiation/acceleration, critical thinking, and problem solving for all K-2 learners.
- Revisit current Nurtured students' data and re-evaluate if testing is needed for either aptitude or achievement.
- Current research and student test score data will be used to target student populations DPS may be missing through the standard identification process.
- High schools will use Freshman Focus or Freshman assembly time to sweep screen students using a nonverbal measure to see if more students would qualify for AIG services, which will give teachers and counselors more information to use as they guide students toward more rigorous coursework.
- Analyze data monthly through NWISE to determine areas of priority.

Planned Sources of Evidence: • AIG child count reflective of each school's demographics

- Memos and checklists to teachers and parents
- Examples of parent referrals
- Samples of identification using non-traditional criteria
- Documented testing accommodations
- Minutes from meetings or planning documents used with ESL and EC teachers
- Nurturing program data
- Agenda from HOM/GIB training presentations
- Follow up feedback and information regarding HOM/GIB implementation

Other Comments: Student test data will be analyzed to determine the validity and reliability of our identification process over the past 5 years. Data will identify student populations that are under-represented or misidentified.

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

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice E

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

This practice is a Maintained Practice for 2010-2013.

Rationale: There are district-wide procedures and frequent information sessions for AIG facilitators regarding these processes. The Office of Advanced Academics collaborates with the Research, Development and Accountability Department, State Testing Coordinator. School testing coordinators and school-based AIG Facilitators attend training sessions together to ensure consistency.

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

Description: • AIG Procedures manual

- Summary of Evaluation Results (matrix)
- Folder checklists
- Peer review
- Sweep screens (3rd and 6th grade)

Planned Sources of Evidence: • Consistent standards (matrix)

- CogAT sweep completed within allotted time- early in first semester
- AIG Procedures manual
- Agenda/Roster from information sessions

Other Comments:

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

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice F

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

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS has and distributes a parent handbook in English and Spanish, district wide forms for consent, evaluation results, and meeting invitations and agendas. All policies are written in the AIG Facilitator Procedural Manual and distributed to both AIG Facilitators and principals. They are reviewed during monthly AIG Professional Learning Communities and appropriate informational meetings.

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

Description: 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.

Step 1: Principal's Conference

A. If a disagreement concerning AIG services is not resolved with the school-based 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 Steering 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 Steering Committee and schedule a conference with

the parent or guardian within five (5) school days of receiving the appeal.

C. AIG Steering Committee 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 Steering 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 Steering 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.

- Update Advanced Academics website to reflect this information.
- Procedural Manual will be updated and distributed to AIG Facilitators and principals.
- Parent Handbook (Spanish and English) posted and distributed for parent meetings.
- District-wide AIG forms duplicated and distributed to AIG Facilitators.

Planned Sources of Evidence: • AIG Parent Handbook

- Advanced Academics website through DPS
- Procedure manual including AIG forms

Other Comments:

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

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice G

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

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS has district-wide standard documentation- forms and procedures to explain the identification and service options with families. Each school-based AIG facilitator/teacher is trained to complete and maintain the documentation that is standard for the district and will keep the school in compliance.

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

Description: DPS uses standard documentation to review and explain the identification process and service options. When a student is identified, a Differentiated Education Plan is developed for that student. Initial meetings are held when students are evaluated. Annual meetings are held at the beginning of the year at each school to review the service options for AIG students with families.

Planned Sources of Evidence:

- Folders with DEPs
- Minutes and sign in sheets from annual meeting
- Brochures (district-wide and individual school brochures)
- Power Point Presentation
- Website

Other Comments: Fall 2009 AIG parent surveys indicated that parents desire more in-depth information about student service plans for each school year. In an effort to address this parent request, parent information sessions will be held at the beginning of each school year at the school level.

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

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

Adapts the NC Standard Course of Study (SCOS) according to identified abilities, readiness, interests, and learning profiles, K-12.

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS has developed clear guidelines and frameworks for providing differentiated/accelerated instruction aligned to the North Carolina Standard Course of Study. In addition, the expected guidelines and frameworks are augmented for rigor and relevance to challenge gifted learners in all areas.

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

Description: DPS has implemented units of study, pacing guides, flexibility guides and training for teachers that support, enrich and accelerate the NCSCOS.

Workshops and on-line collaborative groups are offered to teachers for differentiation/acceleration as well as the use of the William and Mary units and other research- based units and strategies which support, enrich and extend the NCSCOS.

Planned Sources of Evidence: • Lesson plans

- AIG curriculum guides on Durham's Enterprise Portal of Online Tools (DEPOT)
- Mentoring Mathematical Minds lessons
- Renzulli Learning resources
- Professional Learning Communities agendas, minutes
- Copy of Google Groups/Wikis posts
- Primary Education Thinking Skills (K-3) plans
- K-2 differentiated unit plans
- AIG growth data

Other Comments:

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

Standard 2: Differentiated Curriculum and Instruction

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

Practice B

Enriches, extends, and accelerates the curriculum to address a range of ability levels in language arts, math, and other content areas as appropriate.

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS uses curriculum units that were developed and are available for use in all grade levels. These are materials that support, enrich, extend, compact, and accelerate the core curriculum.

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

Description: DPS has adopted units and materials that support enrichment, extension of the curriculum, acceleration, and vertical alignment in grades 2-8. These materials include William and Mary language arts curriculum units, a pacing guide for AIG students, and a flexibility guide. DPS offers AP, Honors and accelerated math classes to further meet the needs of middle and high school AIG students.

Planned Sources of Evidence: • Lesson plans

- AIG guides on DEPOT
- Differentiated Education Plans
- Building Language Vocabulary implementation guide
- Renzulli Assignments/Projects
- William and Mary Language Arts units and Instructional guides
- Mentoring Mathematical Minds lessons
- Math Superstars
- Math pacing guides

Other Comments:

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

Standard 2: Differentiated Curriculum and Instruction

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

Practice C

Employs diverse and effective instructional practices to address a range of learning needs.

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS has developed district wide frameworks for providing instruction in a variety of settings allowing for differentiation to meet the needs of individual students.

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

Description: A framework for guiding instruction has been developed for pull-out groups for differing lengths of time, cluster groups, and inclusion. Each framework allows for time to teach skills and extend or re-teach when needed.

Differentiated instruction workshops have been offered by the district for all staff members.

Planned Sources of Evidence: • Lesson plans

- AIG instructional guides on DEPOT
- Integrated curriculum units

- Service Options on DEP
- Framework guides for different settings
- Agendas from workshops
- Schools' AIG brochures

Other Comments:

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

Standard 2: Differentiated Curriculum and Instruction

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

Practice D

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

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS has researched, identified and uses a variety of resources to extend, enrich, and supplement the curriculum and instruction district wide.

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

Description: DPS has adopted a variety of materials for supplemental use to support the needs of AIG students. At the elementary level researched based units are used in LA and Math. At the middle school level units are used in Honors English classes. Technology-based resources are implemented across all grade levels.

Planned Sources of Evidence: •List of Resources

- Connected Mathematics Project (5th AIG math)lessons
- Mentoring Mathematical Minds (3-5)lessons
- William and Mary language arts units grades 2-8
- Primary Education Thinking Skills lessons (K-3)
- Renzulli Learning- schoolwide
- Novel list
- Technology evident in lessons
- Project-based learning lessons, student products
- Thinking Maps, Challenge Math, Superstars student work products

Other Comments:

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

Standard 2: Differentiated Curriculum and Instruction

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

Practice E

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2010-2013.

Rationale: It is embedded in the Mission of DPS that it strives to provide all students with the knowledge and skills to be successful citizens in the 21st Century. Differentiated services will motivate students and help them reach their full potential, discover interests and talents, and pursue their goals and dreams.

Goals: To ensure all classrooms provide differentiated services to support the continuous progress for all learners.

Description: • AIG teachers will incorporate technology skills into instruction.

- Develop a toolbox of best practices for AIG learners in DEPOT under Advanced Academics, and link it to the ELA and Math sections of DEPOT.
- Collaborate with Media Services to provide training on Big 6 and Super 3 (research process) for AIG Facilitators and AIG teachers.
- Continue use of M3 and Wm/Mary units because they promote creativity, expansive thought processing, problem solving, and real-world awareness.
- Partner with Educational Technology to provide training on Wikis, Skype, blogs, and other tools for AIG and regular classroom teachers.
- Investigate and encourage additional enrichment opportunities during the school day.
- Investigate the addition of BizTown to the 4th grade SS curriculum.
- Continue to meet as an AIG Professional Learning Community to address instructional strategies and resources for gifted and advanced learners.
- AIG Facilitators and AIG teachers will provide staff development on differentiation/acceleration.

Planned Sources of Evidence: • Lesson plans

- Student work products involving 21st Century content and skills
- Assignments and project rubrics
- Professional Development (especially technology and differentiation) offerings, agendas, rosters, evaluations
- Student involvement in school, community, regional and global applications of life skills (service learning projects, literature circles, book clubs, current events discussions, research, AIG enrichment

classes

- Feedback from teachers and students regarding Biz Town participation
- Student participation in high school reform initiatives
- Before/After school enrichment opportunities
- PLC agendas and minutes
- Student and Parent surveys

Other Comments:

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

Standard 2: Differentiated Curriculum and Instruction

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

Practice F

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: District-wide there are many standardized assessments in place to evaluate student achievement. DPS uses local benchmarks quarterly to evaluate all students. We would like to work on using more consistent and common classroom-based assessments in the classroom to guide instruction.

DPS has recently hired a new superintendent who will begin July 1, 2010. At that time, more information regarding district assessments will become more evident. The Office of Advanced Academics will continue to work closely with the Research, Development, and Accountability Department to evaluate/analyze AIG/AP/IB students' data.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: AIG teachers will collaborate with school level PLCs to create common assessments K-8 to address differentiated/accelerated needs of the gifted and advanced learners.

Standard 2: Differentiated Curriculum and Instruction

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

Practice G

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

This practice is a Focused Practice for 2010-2013.

Rationale: The social and emotional needs of gifted students are often masked behind their intellectual abilities. There are many ways school leaders, counselors, and teachers can work together to make decisions that will impact and support the social and emotional needs of AIG students in a positive way. This is an area that is not assessed, but it affects each and every student in a different way. Given its impact on student learning, DPS will focus efforts to ensure all staff understand effective strategies and practice these strategies in and out of the classroom to support these particular needs of AIG students.

Goals: To recognize and to meet the social and emotional needs of gifted students in DPS. It is important all personnel involved with students have the skills and training to support the students' overall needs.

Description: • Include school guidance counselors to join school-based AIG Committees.

- Training for AIG teachers on Blogs, wiki spaces for students
- Professional Development for AIG, regular classroom teachers and guidance counselors on the social/emotional needs of gifted students, K-12
- Continue and strengthen partnership with Duke TIP and Durham PAGE through school and district information sessions and Saturday Academy opportunities
- Develop and Implement curriculum units which address the social/emotional needs of the gifted
 - Collaborate with high school staffs and programs currently in place to support students.
 - Nurture vertical alignment, K-12
- Nurturing program, K-2

Planned Sources of Evidence: • Professional Development offerings, agendas, rosters, evaluations

- Curriculum units and Lesson plans which address the affective domain
- Durham PAGE flyers
- Duke TIP flyers
- Student/parent/related personnel surveys and data
- Lesson plans of classroom guidance based on test anxiety, stress, perfectionism, and peer relations

Other Comments:

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

Standard 2: Differentiated Curriculum and Instruction

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

Practice H

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

This practice is a Focused Practice for 2010-2013.

Rationale: Students enter DPS with a wide range of experiences. With this in mind students need to be exposed to an enriched curricular environment and experience in the early years. The DPS Nurturing program is designed to motivate all learners to meet their maximum potential and bridge the gap between gifted services and students that lack formal identification.

Goals: • Young learners will be challenged so they will develop to their full potential through differentiated curriculum and instruction.

- DPS will provide opportunities for all students to gain skills in problem solving and thinking skills so K-3 students can reach their maximum potential.
- K-3 teachers will be trained in the areas of AIG (as in licensure), differentiation and through Habits of Mind/Gifted Intelligent Behaviors, Creativity and Thinking Skills the Nurturing program requires.

Description: • Incorporate Habits of Mind/Gifted Intelligent Behaviors in four schools with six schools coming on board in 2010-2011.

- Create Thinking skills curriculum with teachers. (PETS+)
- Professional development on thinking skills instruction and nurturing to focus on higher order thinking skills in K-3.
- Continue Wm/Mary unit Google Group discussion board and follow up meetings with AIG teachers of grades 2 and 3.
- Increase number of AIG certified teachers K-2

Planned Sources of Evidence: • Formal nurturing program, communications, teacher involvement

- Examples of differentiated lessons and resources
- Data on patterns and trends
- Data on nurtured students identified as AIG
- PLC minutes and agendas
- Professional development agendas, rosters and evaluations
- DPS AIG Demographics

Other Comments: This is a major practice, as it leads us to look at our identification procedures- and the state's (DPI) direction that there will be no group testing of our K-2 learners. High ability learners must be identified as AIG and served appropriately.

Build awareness among staff members and parents

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

Standard 2: Differentiated Curriculum and Instruction

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

Practice I

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: AIG personnel are often collaborating with other professional staff. This is happening with increased frequency on the district level. We would like to continue to strengthen our collaboration both at a district level and individual schools.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: This practice will actually have its beginnings in the work the district will be involved in with the full implementation of nurturing for K-2, because that will involve the entire school community to be successful.

Standard 2: Differentiated Curriculum and Instruction

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

Practice J

Develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students. The document is reviewed annually to ensure effective programming, a continuum of services, and school transitions.

This practice is a Maintained Practice for 2010-2013.

Rationale: District wide documents are used to communicate and document a differentiated education plan for each student within the school level and are reviewed annually.

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

Description: DEPs are updated annually in parent meetings. Held in the beginning of the school year, AIG committees meet to develop AIG programming and scheduling to meet specific needs of K-12 learners. Each school across the district has a full array of service delivery options. Meetings are held at the end of each year to facilitate a smooth transition at key grade levels.

DEPs will be reviewed and revised by AIG staff in June so that the document reflects current and appropriate practices.

The program service options for AIG students 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-2, 3-5, 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.

Content Modifications are those ways in which students receive instruction in the classroom. In grades K-2, 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.

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 (4-8), 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.

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 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 will be available at every school.)

Planned Sources of Evidence: • DEP Service Delivery Options

- Individual School AIG Plan Brochures
- Annual review meetings held at each school in the first 2 months of the school year- minutes
- End of year Records Exchange (folder transfer meetings) documents and timelines
- AIG Professional Learning Community agendas and minutes

Other Comments:

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

Standard 3: Personnel and Professional Development

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

Practice A

Employs an AIG-licensed educator(s) to guide, plan, develop, implement, revise, and monitor the local AIG program.

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS employs an Advanced Academics Director to oversee the advanced courses and programs offered in DPS. The Director works with committees, fosters partnerships, and all departments within Central Services to help maintain, review, and move forward the local AIG program.

- Additional advanced courses are being offered
- More students are identified & therefore schools & school-based facilitators will need more support
- Local program must be revised every 3 years to monitor the implementation & fidelity of district program.

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

Description:

DPS employs an Advanced Academics Director who oversees the AIG program K-12. The Advanced Academics Director is supported by AIG licensed Facilitators at individual schools as well as other AIG licensed teachers.

DPS has partnered with local universities and the NC Model Teacher Education Consortium to increase the number of AIG licensed teachers with a commitment to DPS schools.

School-based AIG facilitators work with classroom teachers to develop rigorous lessons that address the needs of high level advanced learners.

Director of Advanced Academics will call together the AIG Steering Committee to meet quarterly so as to effectively monitor and evaluate the program.

- Planned Sources of Evidence:**
- Advanced Academics Director's logbook
 - AIG Steering Committee agendas and minutes

- HRMS licensure information matched with spreadsheet maintained by Advanced Academics
- NCCU/Duke licensure cohorts enrollment data

Other Comments:

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

Standard 3: Personnel and Professional Development

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

Practice B

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

This practice is a Maintained Practice for 2010-2013.

Rationale: It is imperative that the AIG specialists are engaged in these types of tasks so that the specific needs of gifted learners are being met.

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

Description: • Monthly PLCs are facilitated by the Director of Advanced Academics with AIG Facilitators across the district to ensure each school is meeting the needs of AIG students and this effort is most successful districtwide.

- At the monthly gathering AIG facilitators meet with the Advanced Academics Director to discuss and collaborate using the Professional Learning Communities model for student needs, teacher best practices, and program implementation in a supportive environment.
- Develop and implement a checklist in conjunction with the teacher evaluation instruments to ensure alignment with Human Resources as well as a fidelity check for each school's AIG program.

The following chart outlines roles and responsibilities of the school's AIG Facilitator:

- 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.
- Serve gifted and advanced learners through instruction.
- Collaborate with teachers, counselors, 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 for staff as needed related to gifted education.

Planned Sources of Evidence: • Administrative walkthroughs

- Checklists
- Sign-in sheets
- Feedback from classroom teachers
- Meeting Agendas
- Google Docs/Wikis posts
- Student/Parent Survey results

Other Comments:

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

Standard 3: Personnel and Professional Development

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

Practice C

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: Appropriate Professional Development is necessary to ensure the successful implementation of the AIG program & services. DPS offers professional development to any employee interested in working with the AIG program but needs to review and develop specific on-going professional development for teachers already involved with the AIG program.

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

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

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

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

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

Other Comments: 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; (pullout) 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. (cluster)

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.

Ideas of Strengthening: • DPS partners with local universities (NCCU, Duke) and the NCMTC to provide AIG licensure for interested DPS teachers; including classroom teachers, Exceptional Children's personnel, counselors, & school administrators.

- PD will be targeted & specific based on teacher needs and levels of expertise
- Differentiation workshops
- AIG modules for initially licensed teachers
- Keeping teachers updated on changes in scope/sequence

Standard 3: Personnel and Professional Development

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

Practice D

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

This practice is a Maintained Practice for 2010-2013.

Rationale: AIG students are served by AIG licensed teachers in order to most appropriately meet the needs of the Advanced Learner. Service options are supported by AIG licensed teachers.

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

Description: Determined by the number of qualified staff, service options are developed at a school level to provide appropriate services for all identified students. Service options may include cluster grouping, pull out, inclusion and/or consultation.

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; (pullout) 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. (cluster)

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.

Planned Sources of Evidence: • AIG Licensure spreadsheet (both Advanced Academics and Human Resources)

- AIG teachers' schedules and class rosters
- AP Course Audit process
- AP Course Ledgers by school

Other Comments:

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

Standard 3: Personnel and Professional Development

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

Practice E

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

This practice is a Maintained Practice for 2010-2013.

Rationale: By aligning Professional Development, students will continue to demonstrate growth on standardized tests while aligning basic NC Standard Course of Study goals.

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

Description: • Professional Development is offered to train teachers and school-based AIG facilitators in the use of gifted educational resources.

- Professional Development is offered to train teachers and school-based AIG facilitators in the use of Building Language and Word Within the Word vocabulary programs written by Michael Clay Thompson to support Developing Verbal Talent.
- Differentiated Instruction, characteristics of gifted, methods and models for gifted instruction, social emotional needs of gifted will be offered through modules created online and face-to-face by AIG Facilitators

- Create professional development modules for high school teachers, counselors, and administrators which focuses on characteristics of gifted students and tips/strategies for working with advanced learners.

Planned Sources of Evidence: • William and Mary support groups agendas, rosters, Google Groups

- Professional Development offerings & attendance logs
- Student achievement data/rates of growth

Other Comments:

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

Standard 3: Personnel and Professional Development

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

Practice F

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

This practice is a Focused Practice for 2010-2013.

Rationale: 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. It is important to ensure all professional educators stay current with the state/national teaching standards and the current research in gifted education. It will be a goal of the Director of Advanced Adcademics to stay current on the implementation of Response to Instruction at the state and district level so that there is alignment with the AIG program.

Teacher quality is a constant variable. If aligned, there will more direction and a better chance of fidelity of instruction. Also by aligning efforts, more interdisciplinary measures can happen in all classrooms. The Advanced Academics Department looks forward to aligning efforts with the Response to Instruction implementation of the district.

Goals: Align all professional development resources available through PD360 to 21st Century skills and content.

Professional Development is aligned with district, state, and national standards so that resources can be combined and efforts are more focused.

Description: 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.
- My Learning Plan links will be sent regularly to teachers with information regarding professional development opportunities in gifted education.
- Brochures from outside vendors will be sent to AIG Facilitators to be disseminated.
- If funding is available, AIG teachers and principals will attend the NCAGT Conference.
- The Office of Advanced Academics will continue funding school NCAGT memberships.
- DPS partners with NCCU and Duke for the AIG Licensure programs, which are aligned with state standards.
- Design professional development modules using archived NAGC WOW Webinars
- AIG team collaborates on Early Release Days

Planned Sources of Evidence: • List of attendees to NCAGT conference

- Advanced Placement (AP) Course Audit Process
- Spreadsheet of teachers who have attended AP Summer Institutes
- Examples of resources produced through collaboration
- Spreadsheet of teachers who have earned AIG License
- Professional Development list of offerings, agendas and rosters

Other Comments: Aligned with Standard 4 for reinforcement.

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

Standard 3: Personnel and Professional Development

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

Practice G

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine

applications of their professional development learning.

This practice is a Focused Practice for 2010-2013.

Rationale: AIG specialists and other teachers must have time to work together through the Professional Learning Communities model to ensure that all teachers are receiving strategies and information needed to work effectively with AIG students. Continued growth of teachers ensures continued growth in students.

Goals: AIG specialists will meet periodically with grade level/subject specific Professional Learning Communities at their respective schools.

Description: After monthly AIG Facilitator PLCs, AIG specialists will meet with teachers at their schools to share upcoming events, changes in services, and to plan appropriate strategies to meet the needs of gifted students.

Planned Sources of Evidence:

- PLC agenda and attendance record
- Examples of resources produced through collaboration

Other Comments:

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

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Students are identified in Math and Reading and differentiated instructional services are provided based on identification and DEPs are crafted based on individual students' needs.

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

Description: Classes are planned for students identified in math and/or reading. DPS provides appropriate curricular resources and materials for each class and grade level. These classes are aligned with the NC Standard Course of Study and are augmented with research-based curricular resources, unit plans, and pacing guides.

Planned Sources of Evidence:

- AIG forms

- M3 units
- William and Mary curriculum units
- Word Within the Word and Building Language Vocabulary units
- Durham's Enterprise Portal of Online Tools (DEPOT)
- Novel lists
- Differentiated Education Plan

Other Comments:

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

Standard 4: Comprehensive Programming within a Total School Community

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

Practice B

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Students are identified in math and/or reading, and appropriate differentiated instructional services are provided based on committee recommendation.

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

Description:

Students are identified in Math and Reading. Differentiated instructional services are provided based on identification at the elementary and middle school levels. Elementary AIG students receive separate math and reading instruction that is aligned with their accelerated level of skill and grade level content.

At the high school level, students are offered Advanced Placement and Honors classes in a variety of content areas. In addition to identification, student choice, teacher recommendation, and graduation requirement status are factors that determine participation.

Planned Sources of Evidence: • Pacing guide

- Common assessments
- School Improvement
- AIG forms
- Assessment Data
- Differentiated Education Plans

Other Comments:

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

Standard 4: Comprehensive Programming within a Total School Community

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

Practice C

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

This practice is a Maintained Practice for 2010-2013.

Rationale: AIG services conform to the instructional programs outlined by state, district, and school guidelines as is evidenced by consistent student data that demonstrates growth.

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

Description: Implementation is individualized depending on the needs of the cohort of children each year, using NC State Standards as a baseline.

Planned Sources of Evidence: • Connected Math Project units (5th grade)

- William and Mary units (2nd-8th grades)
- Mentoring Mathematical Minds lessons
- Developing Verbal Talent (Michael Clay Thompson's work)Implementation Guide
- AP/IB/Honors courses lists, syllabi

Other Comments:

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

Standard 4: Comprehensive Programming within a Total School Community

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

Practice D

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

This practice is a Focused Practice for 2010-2013.

Rationale: 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. It is critical that there be consistency in the information that is shared about the local AIG program and plan so that all stakeholders have the same points of reference. There continue to be pockets of misunderstandings and miscommunication at all levels in the district regarding AIG services.

Goals: To educate and enlighten all professional educators about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

Description: The Director of Advanced Academics and AIG Steering Committee will prepare a presentation toolkit for each school's AIG Facilitator/Teacher and/or AP Coordinator/HS Liaison to use to present at faculty meetings to broaden communication about programs, services, and regulations surrounding gifted education.

- Create kit
- Update website
- Update brochure- online
- DEPOT populated

Planned Sources of Evidence: • Advanced Academics brochure

- AIG presentation toolkit – list of contents
- Faculty meeting agendas
- Agendas from district presentations
- Updated DPS website and online brochure

Other Comments:

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

Standard 4: Comprehensive Programming within a Total School Community

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

Practice E

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

This practice is a Focused Practice for 2010-2013.

Rationale: It is important to ensure that gifted students receive equitable and appropriate educational opportunities at every level. Currently, transition points receive some attention district-wide when it involves 5th to 6th and 8th to 9th. However, DPS students are transient and require smooth transitions from one school to the next.

Goals: To formally exchange pertinent information about services gifted students received at each

level.

All stakeholders (parents, students, teachers, counselors, administrators) are aware of services at each grade level, especially key transition points.

Description: •Create a uniform set of procedures in place to ensure that vital information is consistently provided and/or implemented to all educational settings throughout DPS- AIG file, NCWISE, PAPA

•Create vertical alignment procedures so that high schools are meeting with middle and middle with elementary periodically for communication and planning purposes.

•Conduct an AIG Records Exchange at the end of the school year that includes AIG specialists at each of the K-8 schools and Records specialists at the high schools.

•Continue to provide common materials/resources and training opportunities to ensure consistency across the district.

•Schedule vertical alignment meetings at the high schools after EOGs

•Schedule a time for a panel of AP teachers to travel to middle schools

•Inquire about scheduling time for middle school and high school teachers to meet during PLC Early Release time during January/February, which is during the registration process.

•Schedule March information sessions districtwide for high schools

Planned Sources of Evidence: •Procedures and Rosters from Records Exchange

•DEPs/IDEPs

•Schedules, rosters, and placement recommendations

•Agendas and minutes from meetings with related personnel

•Parent Nights agendas from middle and high schools

Other Comments:

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

Standard 4: Comprehensive Programming within a Total School Community

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

Practice F

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: AIG personnel often collaborate with other professional staff. This is happening with increased frequency on the district level. We would like to continue to strengthen our collaboration both at the district and individual school levels. To ensure this practice is happening will be future because it is a massive undertaking that will be easier once the communication, which is a major focus and overarching district AIG goal, has been done effectively.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: Begin with district-level PLC groups meeting together to discuss common topics like identification, compliance, curriculum & instruction, and social/emotional needs.

Annual meeting with parents, newsletters and progress reports sent to parents, conferences with parents, conversations and meetings with teachers and administrators.

Standard 4: Comprehensive Programming within a Total School Community

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

Practice G

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: To ensure this practice is occurring requires close monitoring. Some is happening and will continue once all funding and resources are put in place.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: Professional Development planned for each group. Strengthen at the middle and high school levels.

Prepare module in this order:

1. Expert speaker
2. Student panel
3. Case study
4. Plan of action

Standard 4: Comprehensive Programming within a Total School Community

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

Practice H

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

This practice is a Focused Practice for 2010-2013.

Rationale: It is important to ensure that all highly gifted students, as with any and all students, receive the best and most appropriate services available. Currently there is no consistency in the methods a principal uses to make this decision for a student. There are varied ways the decision to accelerate a student is made.

Goals: Schools follow a consistent process for grade acceleration across the district so that there is equity in service.

Description: Grade acceleration will be decided by school administration after conferring with the site-based AIG committee and based on information gathered using the Iowa Acceleration Scale (IAS).

Planned Sources of Evidence: • Acceleration guidelines and options sheet

- AIG Procedural Manual
- IAS district results
- Minutes and agendas from related meetings
- Registration records for North Carolina Virtual Public High School

Other Comments:

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

Standard 4: Comprehensive Programming within a Total School Community

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

Practice I

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Provided there is funding available, we will continue using a variety of resources tailored to advanced learners. Higher level thinking skills span all groups of students, and AIG personnel work hard to maintain that level of instruction.

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

Description: • Collaborate with Exceptional Children's and English as a Second Language Departments to analyze resources and other data to determine priority areas.

- Units of instruction featuring higher level thinking skills, choice, and enrichment
- Services available for all students
- Creates and provides individual projects, accelerated instruction for students who are highly gifted
- Develops Renzulli projects for individual students

Planned Sources of Evidence: • Renzulli projects at individual schools

- Formal nurturing program
- Differentiated Education Plans and Individual Differentiated Education Plans
- Meeting agendas and minutes

Other Comments:

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

Standard 4: Comprehensive Programming within a Total School Community

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

Practice J

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

This practice is a Maintained Practice for 2010-2013.

Rationale: There are a lot of opportunities available for AIG students, K-12. Provided there is some funding we can maintain what we currently have in place and have the ability to expand. Business, Community, and Parent partnerships are critical in this area.

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

Description: DPS strives to offer the following: Science/Math Fairs, Reflections contest, Game nights, Spelling Bee, Durham PAGE events, Duke TIP, Odyssey of the Mind, FEMMES, Chess Club, Art show, Geography Bee, specialty schools and pathways

In high school extra curricular programs and activities develop the needs and interests of all learners.

Governor's School- application process, committee selection, and auditions

Planned Sources of Evidence: • Spelling Bee list of school winners

- Spelling Bee pep rally agenda
- Geography Bee school winners participating in state competition
- Governor's School lists
- Lists of students participating in extra-curricular programs and events
- Event flyers, newsletters, and bulletins

Other Comments:

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

Standard 5: Partnerships

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

Practice A

Partners and communicates with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students are provided.

This practice is a Focused Practice for 2010-2013.

Rationale: DPS must strengthen partnerships with the parents/families and community with more outreach through communication to make sure that student needs are met and to ensure that all stakeholders continue to stay vested in the education of all of our students.

Goals: To keep parents/families and the community informed and involved in the educational

programs of gifted learners

Description: • Create and maintain partnerships with parent advisory groups (PTA, PAGE, PAC, etc.) businesses, educational institutions, and community agencies to enhance and enrich services for gifted learners

- Communicate regularly through websites, emails, connect-ed with all stakeholders on learning opportunities, service delivery, competitions, academic progress, celebrations, and policies and procedures
- Establish business partners to fund specific programs and AIG initiatives

Planned Sources of Evidence: • Parent conferences

- AIG committee minutes, agendas, and rosters
- Brochures
- Newsletters
- Progress reports
- Annual DEP meeting
- ConnectEd messages
- Special Activity Agendas (Parent Night, Durham PAGE, Duke TIP, Duke Days, Celebrations, etc.)
- Department of Advanced Academics website

Other Comments: This also supports our efforts with Standard 2, Practice E because this will strengthen the district's ability to serve students using 21st Century advanced techniques and content.

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

Standard 5: Partnerships

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

Practice B

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

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS keeps information available for all students and their parents through websites, brochures, and special school gatherings such as Open Houses and Curriculum Nights.

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

Description: DPS school-based AIG Committees will use the presentation kit created by the Director of Advanced Academics, AIG Facilitators, and the AIG Steering Committee to ensure information regarding the local AIG program is shared and understood.

Meetings where this information takes place would be at:

- DEP meetings
- AP nights

Information regarding gifted education at the state and national levels is shared through the following manner:

- NCAGT newsletter (each school is a member)
- NAGC WOW webinars, provided funding is available

Planned Sources of Evidence: • DEP Annual meeting agenda and minutes

- AIG Parent Handbook
- DPS AIG brochure
- Website
- District and Community meetings (PAGE, TIP, PAC)
- Connect Ed messages
- PTA/PTO Monthly Newsletters
- Open Houses

Other Comments:

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

Standard 5: Partnerships

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

Practice C

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

This practice is a Focused Practice for 2010-2013.

Rationale: To work closely with the parents/families and community to make sure that student needs are met and to ensure that all stakeholders continue to stay vested in the student's education

Goals: Establish an AIG Steering Committee to develop, implement, and monitor the DPS AIG Plan 2010-2013.

Description: • Steering Committee meets quarterly

- A parent survey is administered annually to the parents of all AIG students

Planned Sources of Evidence: • List of AIG Steering Committee members and respective roles

- Survey and survey results

Other Comments:

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

Standard 5: Partnerships

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

Practice D

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

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS utilizes the internet, school personnel, and written communications to let parents know of opportunities available to AIG students. Translators are available through the district for AIG placement meetings. Due to our increase in diverse populations, this information is published in Spanish as well as English.

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

Description: Schools and the Office of Advanced Academics communicate regularly with all stakeholders on learning opportunities, service delivery, competitions, academic progress, celebrations, and policies and procedures.

Planned Sources of Evidence: • Newsletters, brochures

- PAGE flyers
- TIP packets
- Updated websites, school and district
- Connect Ed messages
- Translated documents and communication

Other Comments:

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

Standard 5: Partnerships

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

Practice E

Implements initiatives to intentionally involve parents/families and the community in meaningful ways to support gifted education.

This practice is a Maintained Practice for 2010-2013.

Rationale: Parents are encouraged to attend placement and annual review meetings. We need additional time to appropriately involve all stakeholders in the comprehensive design of effective initiatives.

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

Description: Speaker series that is sponsored by business or university that parents could receive a certificate
Family night for informational sessions to include topics of interest for gifted education.

Planned Sources of Evidence: • Parent conference minutes

- Annual meeting agenda/minutes
- PAGE flyers
- Volunteer list
- Curriculum Night/Family Night agendas
- Classroom Newsletters
- Connect Ed messages
- PTA/PTO Monthly Newsletter

Other Comments:

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

Standard 5: Partnerships

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

Practice F

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

This practice is a Maintained Practice for 2010-2013.

Rationale: We are lucky to be located in an area that is rich in educational resources. There are several partnerships that have been created that we will continue to foster, provided funding is available.

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

Description: •Meet and present to Business Advisory Council when requested
•Create and maintain partnerships with parent advisory groups (PTA, PAGE, PAC) businesses,

educational institutions, and community agencies to enhance and enrich services for gifted learners.

Planned Sources of Evidence:

•Agendas and lists as well as minutes from meetings with or regarding the following:

- TIP informational session agenda, lists
- AIG Licensure through Duke, NCCU - lists, outline
- Duke Scripps Spelling Bee news articles, emails, bulletins
- ELL population- Emily K Center
- Literacy Through Photography Grant Project
- BizTown Pilot
- Duke Partnership at schools located close to Duke
- NCSSM
- Museum of Life & Science Kits
- Duke Student Led Clubs
- Career Fairs
- Science Days

Other Comments:

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

Standard 6: Program Accountability

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

Practice A

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Article 9B states "Each local board of education shall develop a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student."

DPS words hard to follow state guidelines and creates consistent and equitable service delivery for AIG students.

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

Description: Every three years, an AIG Steering Committee crafts an AIG plan for the next three years. AIG plans are aligned with the six NC AIG Program Standards approved by the State Board of Education.

Planned Sources of Evidence: •District's AIG Plan
•AIG Steering Committee agendas, minutes

Other Comments:

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

Standard 6: Program Accountability

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

Practice B

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

This practice is a Focused Practice for 2010-2013.

Rationale: The NC AIG Program Standards have brought a good change to the nature of these plans to ensure school systems meet each practice of each standard. To ensure fidelity of implementation so that student needs are met according to the plan and state legislation, plans are evidenced based so that they can be monitored and evaluated appropriately.

Goals: Establish an AIG Steering Committee to develop, implement, and monitor the DPS AIG Plan. Increase feedback opportunities for stakeholders.

Description: •Steering Committee meets quarterly

•A survey will be administered annually to the parents of all AIG students, teachers, counselors and administrators to inform program improvement.

•The Director of Advanced Academics will conduct school-based programming checks/audits to ensure fidelity of implementation

•The Director of Advanced Academics will collaborate with RDA to analyze growth and proficiency data.

Planned Sources of Evidence: • School-based programming checks/audits
• Walkthroughs

- Parent, Teacher, Student surveys/interviews
- Disaggregation of EOG and EOC data

Other Comments:

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

Standard 6: Program Accountability

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

Practice C

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Money from the state is used appropriately for AIG. The money DPS receives from the state is used in conjunction with local funds to support teaching positions which support AIG students.

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

Description: The money DPS receives from the state is used in conjunction with local funds to support AIG positions for teachers who deliver instruction and monitor compliance with records and services for each student in the program.

Planned Sources of Evidence: •Human Resources Management System data sheets
•Budget documents

Other Comments:

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

Standard 6: Program Accountability

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

Practice D

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Durham Public Schools requires departmental presentations for the Board of Education and proper implementation of all plans. While most of this data is maintained, quarterly Benchmark data is not disaggregated by AIG. However, the EOG, EOC, and AP data is analyzed for growth. One thing to work on in this area is dropout data.

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

Description: •EOG, EOC and AP data is analyzed for growth.

- The Director of Advanced Academics works directly with RDA and disseminates information to administrators and AIG Facilitators.
- The Director of Advanced Academics will collaborate with Student Support Services Department for dropout data.
- The Director of Advanced Academics presents an Academically/Intellectually Gifted Update to the Board of Education yearly.
- Produce and publicly disseminate an annual report on the achievement of AIG students and on the participation of AIG students/Advanced Learners in rigorous academic opportunities

Planned Sources of Evidence: • PAPA reports

- Agenda minutes, powerpoint, graphs
- Data published on website

Other Comments:

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

Standard 6: Program Accountability

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

Practice E

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

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS monitors the demographics of the AIG student population.

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

Description: Through NCWISE, the Office of Advanced Academics monitors each school's child count monthly.

The Director of Advanced Academics shares this information with the AIG Facilitator and Principal of each school as it aligns with each school's scorecard provided by the district.

Planned Sources of Evidence: • Disaggregated Headcount chart

- PowerPoint with data
- DPI website linked to our site

Other Comments:

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

Standard 6: Program Accountability

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

Practice F

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

This practice is a Maintained Practice for 2010-2013.

Rationale: The Office of Advanced Academics collaborates with Human Resources and the Human Resource Management System (HRMS) to keep information updated at the beginning, middle and end of year.

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

Description: •Utilize HRMS to monitor staff certification.
•Communicate with principals and AIG Facilitators.

Planned Sources of Evidence: •Teaching Licenses

- HRMS documentation
- Advanced Academics licensure spreadsheet

Other Comments:

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

Standard 6: Program Accountability

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

needs of gifted learners.

Practice G

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: DPS has an AIG Steering Committee that is diverse but does not include a lot of community members. The AIG Steering Committee will lead into advisory group.

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

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

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

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

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

Other Comments:

Ideas of Strengthening: The AIG Steering Committee will run focus groups throughout 10-13 to act as and soon develop as an advisory group.

Standard 6: Program Accountability

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

Practice H

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

This practice is a Focused Practice for 2010-2013.

Rationale: To stimulate continual improvement, there must be a plan for stakeholders to provide feedback in an ongoing basis. This is a practice that some schools do periodically and relay to district; however, it does not happen consistently.

Goals: To receive and organize feedback from students, parents/families, teachers and other stakeholders

To present feedback to the Steering Committee for discussion in order to make informed decisions

that will impact program improvement.

Description: • Create and distribute a parent survey and analyze results

- Conduct Student interviews
- Facilitate Parent focus groups
- Facilitate Teacher focus groups
- Implement a feedback link on the DPS webpage
- AIG Facilitator Survey

Planned Sources of Evidence: • Data from surveys, interviews, focus groups with related stakeholders

- Data gathered from focused questions from DPS website and annual DEP/IDEP meetings

Other Comments:

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

Standard 6: Program Accountability

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

Practice I

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

This practice is a Maintained Practice for 2010-2013.

Rationale: There are data systems in place to review the AIG program for improvement.

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

Description: • All input from meetings and surveys are discussed and implemented to enrich the program

- There is an AIG Steering Committee to review information
- AIG Facilitators discuss as Professional Learning Community
- Data driven, growth of AIG students reviewed by each school and district
- Pass rates of AP/IB Diplomas and Certificates

Planned Sources of Evidence: • Surveys & results

- Local AIG plan
- Meeting agendas
- Graphs/Charts

- Needs Assessments

Other Comments:

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

Standard 6: Program Accountability

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

Practice J

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

This practice is a Focused Practice for 2010-2013.

Rationale: This information is shared at public Board of Education meetings, but there needs to be more to keep all stakeholders informed of the progress of the DPS AIG program. More and more families turn to our website and television for information about our schools, therefore data must be there to keep them informed about the AIG program in DPS.

Goals: To bring awareness through evaluations to the public regarding funding and personnel needed to appropriately meet the academic and social/emotional needs of high ability learners.

To provide transparency in the communication of the progress of the DPS AIG program

Description: To publish the results of program data and survey results on the DPS website

Planned Sources of Evidence: • Annual Report posted on DPS Advanced Academics webpage
• Various modes of communication: newsletter, website, media coverage (Channel 4), memos, emails

Other Comments:

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

Standard 6: Program Accountability

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

Practice K

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

This practice is a Maintained Practice for 2010-2013.

Rationale: DPS has procedures in place to protect the rights of AIG students.

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

Description: At the annual meeting to discuss the Differentiated Education Plans, the AIG Committee explains each AIG student's right for identification, right to appropriate services, and the right to enrichment.

Planned Sources of Evidence: •AIG Parent Handbook, 2010-2013

•Board of Education policies

Other Comments:

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

Glossary (optional):

Appendix (optional):

AIG Plan Letter BOE 6172010.doc (*Local Board Approval Document*)

AIG Plan Exec summary 2010.doc (*Other Forms*)