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

Approved by local Board of Education on:
LEA Superintendent's Name: Dr. Dale Ellis
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Submitted to NC Department of Public Instruction on:
Revision Submitted to NC Department of Public Instruction on:

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

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

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

For 2013-2016, Montgomery County Schools local AIG plan is as follows:

Montgomery County Schools Vision for local AIG program: Montgomery County AIG program will graduate life-ready, globally competitive citizens by engaging in rigorous educational experiences and by building positive relationships and strong partnerships.

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

State Funding	Local Funding	Grant Funding	Other Funding
$204661.00	**$0.00**	**$0.00**	**$0.00**

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Standard 1: Student Identification

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

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

This practice is a Focused Practice for 2013-2016.

Rationale: A need has been identified to revise the identification criteria and is being implemented for the 2013-2016 AIG Plan. The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment (Article 9B). The annual screening procedure is designated to review the general population of students to determine which students need further assessment or placement in the differentiated services for the gifted program. Information about the screening and nomination process for differentiated services will be made available to school personnel, parents, and the community in a variety of formats.

Goals: To effectively communicate the screening, referral, and identification processes to all Montgomery County School stakeholders.

Description: The revised screening/identification process will be reviewed for clarity and user friendliness. The screening referral and identification process will be communicated clearly to all stakeholders. This will be done through a variety of means including district webpage, distribution to principals, instructional facilitator, and media centers and standardized PowerPoint presentation to share with Gifted Identification Teams and with school staffs. A brochure will be developed and shared with all stakeholders. Gifted Identification Teams will be named at each school and they will identify the AIG students and will help communicate information throughout the schools.

Planned Sources of Evidence: • District Webpage
• Development of Gifted Identification Teams at each school/Meeting notes
• Brochure
• PowerPoint presentation
• Copies of AIG plan

Other Comments: N/A

Practice B
Employs multiple criteria for AIG student identification, including measures that reveal student

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

This practice is a Focused Practice for 2013-2016.

Rationale: The following criteria is utilized for student identification and developing a comprehensive profile for each student. To be considered gifted in an academic area, a student must score above the line on 1 of the 2 blue categories and 2 of the 3 green categories on the Academically Intellectually Gifted Placement Chart. (Found in the Appendix)

The blue areas include:
1. Standardized aptitude assessment (CogAT- 93%)
2. Gifted Portfolio math and /or reading graded with rubric (93%)

The green areas include:
1. Standardized achievement test in reading and /or math (EOG/EOC -95%)
2. Yearly average in subject areas under consideration (95%)
3. Learning Behavior Scale (95%)

Goals: To develop a more comprehensive profile for each student screeened for the need for differentiated services in the classroom and to be placed AIG.

Description: Screening:
Grades K-2: Young children grow and develop at different rates cognitively, physically, and socially. It is difficult to determine in the early years of school those students who are truly gifted academically. However, it is possible to recognize those young children who consistently reach the expected academic benchmarks sooner than their peers, and who need educational experiences which go beyond those normally offered in primary classrooms. Montgomery County Schools will seek to recognize and nurture young children who demonstrate exceptional mathematical and/or verbal abilities in kindergarten, first and second grades. Classroom teachers will provide differentiated instruction in the classroom and enrichment activities within the intervention/enrichment block. While the K-2 program is designed to develop the talents of all K-2 students, some students based on K-2 assessment data and Reading 3D data may show the need for more differentiated instructional services. Assessment data combined with a portfolio will show these learners to be at least two grade levels above their regular grade level. Documentation of classroom performance will be kept by the classroom teachers and presented to the Gifted Identification Team at their school.

Grades 3-12: Each school will develop a local pool of students who are in need of differentiated instruction based on grades, results from EOG/EOC testing and CogAT testing in the 3rd grade. For the 2013-2014 school year CogAT screening will be administered to all 4th graders in the fall. It will be administered in the spring of 3rd grade starting in the 2014 spring and will continue yearly. A classroom teacher, parent, or student may request consideration for differentiated services. Documentation of classroom performance will be kept by the classroom teacher and presented to the Gifted Identification Team at the school level. The Learning Behavior Scale will be administered as

part of the nomination process and alternative testing may be administered.

Information collected in the screening process should lead to either further assessment, immediate placement, or to a decision that the student's needs are best met in the classroom at this time. Students may be placed on a "watch and wait" list while the teacher continues to observe them, collect work samples, and determine whether further testing is necessary. Any further testing will be done only after informing parents/guardians and obtaining permission to test.

To place AIG in a subject area the following criterion will be analyzed:

The 5 areas include:

1. Standardized aptitude assessment (CogAT- 93%)
2. Standardized achievement test in reading and /or math (EOG/EOC -95%)
3. Gifted Portfolio math and /or reading graded with rubric (93%)
4. Yearly average in subject areas under consideration (95%)
5. Learning Behavior Scale (95%)

A learning styles inventory will be completed for all potential gifted students as a source of differentiation information for the teacher to utilize. Samples of advanced work and classroom data supporting the identification will be placed in the student's folder.

Planned Sources of Evidence: • Gifted Portfolio
• COGAT scores
• EOG/EOC scores
• AIG folder
• Learning Behavior Scale
• Copies of grades
• Learning style inventories
• Work samples

Other Comments: N/A

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

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This practice is a Maintained Practice for 2013-2016.

Rationale: Research in the area of gifted learners and their ongoing development (e.g. Csikszentmihalyi, 1996; Simonton, 1999) has convinced most educators that ability as a lone indicator may not be sufficient to predict student success in gifted education programming or in life beyond traditional schooling. Consideration must be given to areas that are nonacademic such as motivation to learn, learning styles and/or personality. These areas impact student creativity and productivity which extends throughout their life. An avenue to access these areas can be obtained through project based and/ or portfolio-based assessment.

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

Description:

The following criteria is utilized for student identification and developing a comprehensive profile for each student. To be considered gifted in an academic area, a student must score above the line on 1 of the 2 blue categories and 2 of the 3 green categories on the Academically Intellectually Gifted Placement Chart. (Found in the Appendix)

The blue areas include:
1. Standardized aptitude assessment (CogAT- 93%)
2. Gifted Portfolio math and /or reading graded with rubric (93%)

The green areas include:
1. Standardized achievement test in reading and /or math (EOG/EOC -95%)
2. Yearly average in subject areas under consideration (95%)
3. Learning Behavior Scale (95%)

This allows a student to qualify through various means including aptitude, achievement and/or portfolio.

Planned Sources of Evidence: • Student AIG folder
• Learning Behavior Scale
• Scores on most recent EOG or EOC assessments
• K-2 Assessment
• Lexile Reading Level
• Teacher Assessment
• Notable Teacher Observations
• Interest Survey
• Online Courses

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Consistency in implementation of screening, referral, and identification processes must occur for all students for equity.

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

Description: The AIG Director will monitor the Gifted Identification Team meetings through meeting notes and attending when possible. Student gifted portfolios and AIG folders will be monitored for consistency with rubrics. A standardized rubric and portfolio process will be developed.

Planned Sources of Evidence: • Meeting notes
• Audit of folders/portfolios
• Standardized portfolio/rubric

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Processes and documented forms are in place to safeguard the rights of AIG students and their families, although communication of these processes has not been consistent throughout the district.

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

Description: We believe that all students deserve the best learning environment for their own specific needs; therefore we are committed to maintaining fair and consistent policies and procedures for students and parents/families. The AIG Advisory Board will review, revise, and maintain as needed its written policies concerning Student Identification in order to safeguard student rights, including due process, identification, placement, and transfers. Transfer students who have been previously identified in another system or another state will be reviewed by the AIG specialist for differentiated services upon entering Montgomery County Schools, utilizing the criteria in place for identifying students in the district. Their parents/guardians will also be informed of these processes

before our district recognizes these students into our gifted program.

Planned Sources of Evidence: • Student AIG folders
• Forms and procedures
• Due process and procedures

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Gifted Identification Team will be responsible for an annual review of the gifted student's DEP and AIG folder. Parents will be invited to participate in this review.

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

Description: Audits of AIG folders will help maintain a match between gifted identification and the appropriated differentiated services for the student.

Planned Sources of Evidence: • Student AIG folders
• Forms and procedures
• Plan descriptions
• Due process and procedures (Standard 6, Practice K)

Other Comments: N/A

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Standard 2: Differentiated Curriculum and Instruction

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

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

This practice is a Maintained Practice for 2013-2016.

Rationale: We believe that academic excellence for AIG students is directly correlated with adherence to the NC Standard Course of Study combined with adaptive instructional practices, designed specifically for identified AIG students' needs. We will continue to maintain a direct correlation between services rendered within the program and the NC Standard Course of Study. The needs of advanced learners are not consistently met in the regular educational setting through differentiation of the NCSCOS. Student test data as well as teacher EVAAS data validate this concern. Professional development is presented to prepare teachers to adjust the curriculum to meet the abilities, learning styles, interests, and needs of AIG students.

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

Description: Teachers pursuing the local MCS AIG endorsement will be provided options for learning in an online format. These courses will provide learning opportunities and collaboration for classroom management, flexible grouping, tiered assignments, compacting, menus, problem-based learning, student learning characteristics, RAFTS, learning styles, multiple intelligences, as well as assessment. Site specific training will be provided via the Instructional Facilitators per data indicators. PLCs will continue to have a focus on differentiation and face to face training will be provided for teachers on differentiation as noted on our professional development calendar for the 2013-2014 school year. An AIG wiki will provide resources for the cluster teachers and middle school accelerated class teachers.

Planned Sources of Evidence: • AIG wiki
- PA and EOG/EOC trend data for AIG student growth
- EVAAS data for teachers of gifted learners
- Differentiated Education Plan (DEP)
- Classroom walk through data
- Documentation of teacher training (agendas, sign in sheets, add-on licensure, Local MCS AIG Endorsement)

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Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: We understand that to differentiate instruction appropriately teachers must adhere to a basic differentiation model which addresses readiness, interest and learning profiles. This differentiation framework provides structure to teaching/learning experiences.

Goals: • To provide quality differentiation training based on this framework for all teachers.
• To provide resources on the AIG wiki for cluster teachers, accelerated, honors, AP, and CCP teachers.
• To reinforce Montgomery County Schools' instructional model of excellence, by answering the question "What do I do if they already know it?"

Description: Differentiation training based on Carol Ann Tomlinson's framework will be provided to all teachers with special emphasis on all learners. Classroom Walkthrough data includes an emphasis on differentiation. This data will be monitored at the different school sites and appropriate coaching/professional development will be provided by Instructional Facilitators during PLCS and professional development times. Survey results indicated an interest in multiple intelligences as a way to reach student needs so this training will be infused within our professional development days. Various learning surveys will be provided on the AIG wiki. Montgomery County Schools instructional model will continue to be highlighted with the questions that are appropriate to make sure ALL student learning needs are addressed including AIG learners. The PDSA process and data notebooks will help teachers utilize student assessment data to help meet the needs of learners by analyzing pretest and post test data for learning objectives. The AIG Director will collaborate with principals to ensure differentiation practices are occurring in cluster classrooms, honors classes and accelerated classes.

Planned Sources of Evidence: • Professional development logs
• PLC agendas
• Classroom walk through data
• AIG wiki
• Documentation of visits to cluster, honors and accelerated classrooms
• Student data

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: We understand that teachers need a variety of supplemental resources to augment curriculum and instruction. However, due to budget constraints the AIG program must think of creative ways to provide such resources.

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

Description: An AIG resource room will be housed at the central office. The materials will be catalogued and a list provided on the AIG wiki. Teachers may visit the room and check out materials to use in their classroom or can request they be sent to the schools. Each year some resources will be added as budget allows. Resources will also be provided on an AIG wiki for teachers to use.

Planned Sources of Evidence: • AIG wiki
• Resource room checkout
• Purchase orders for new resources

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: We believe that the development of 21st century content and skills is important for AIG students and know that we must provide this at a high level.

Goals: To communicate the opportunities for 21st century learning and skills to all AIG students.

Description: There are many opportunities presented for AIG students. These will be communicated

through the AIG website and the AIG newsletter. Some opportunities include:
• Governor's School
• CTE Internships
• NCDOL apprenticeships
• North Carolina Virtual Public School classes
• North Carolina School of Science and Math
• Career and College Promise Classes
• Battle of the Books
• Science Fair-school, local and regional

Planned Sources of Evidence: • AIG website
• AIG newsletter

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: We recognize the need to utilize ongoing assessment to differentiate classroom curriculum and instruction. Assessment and instruction are inseparable and continuously intertwine. Montgomery County Schools is a data driven district. Utilization of the continuous improvement model enables all teachers to have access to current data.

Goals: • To utilize student data more effectively by pinpointing areas of strengths and needs for individual AIG students.
• To utilize EVAAS data more effectively to identify teachers who work well with advanced learners.
• To incorporate a data goal for students on their DEP (Differentiated Learning Plan)
• To utilize data more effectively at the elementary level to guide the enrichment/intervention block for AIG learners.

Description: Montgomery County Schools employs a continuous improvement model. This model allows the teachers to have constant access to student data to drive instruction. Common grade level/subject area formative assessments are developed through the work of PLCs. After the assessments are given to students, teachers analyze the data in PLCs. Our PDSA model promotes the utilization of a pretest. After the pretest, teachers must decide what to do with advanced learners who already know and understand the current classroom standard being taught. The PDSA process also highlights student learning styles and gives them the power to understand what learning style works best for them. Quarterly predictive assessments work well for informing the teachers what needs to be differentiated for their students. Teachers use formative assessments in an ongoing

manner to guide the PDSA process and daily instruction. Progress monitoring data (Reading 3D and classroom formative assessments) and summative assessment data such as EOC/EOG/ACT/Plan/Explore/Workkeys assessments are also available. Instructional Facilitators are placed at each school to provide teachers with the guidance/coaching necessary to help differentiate instruction for ALL students including gifted learners. District level PDSAs and improvement plans concentrate on the needs of specific groups of learners including AIG learners.

Planned Sources of Evidence: • PLC agendas
• Classroom PDSAs
• Classroom Walkthrough Data (Adherence to PDSA process)
• DEPs (Differentiated Education Plans)
• District Level Data Display and PDSAs
• Assessment results
• PAs

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Curricular and instructional practices which support the social and emotional needs of AIG students do not currently exist in a consistent manner within the district. Random acts of practice in this area may be found, but is determined to be a focused practice for the new AIG Local Plan by stakeholders.

Goals: To obtain or develop curriculum and practices to address the social and emotional needs of gifted learners and to provide professional development with guidance counselors and teachers to address this area.

Description: • Creation of lessons that address the social and emotional needs of AIG learners will occur.
• Cluster grouping of AIG students in a grade level classroom will be utilized in the elementary schools and clustering in accelerated classes (honors) in the middle school. High school students self select courses that include honors and advanced courses.
• Resources will be made available on AIG wiki.

Planned Sources of Evidence: • AIG wiki
• Lessons
• Professional development logs/communication with guidance counselors

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• Cluster groupings(Elementary)
• Honors/Advanced Classes/Accelerated Classes (middle/High)

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Montgomery County Schools AIG program recognizes the potential of young students in kindergarten through 3rd grade. Potential gifted students are nurtured through careful differentiated instruction in the classroom.

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

Description: Montgomery County Schools AIG Program will continue to develop enrichment strategies for K-3 learners to be utilized during an enrichment/intervention block at the elementary schools.
Montgomery County Schools through continous improvement processes will ensure that all teachers differentiate their instruction for advanced learners.Professional development will be focused on differentiation during the 2013-2014 school year and support will continue in the years to follow. Reading 3D data will be analyzed at the district level to identify those students advanced in reading. Math benchmark data will be analyzed to identify young students that are advanced in math. The PDSA process provides an avenue for teachers to differentiate their instruction. Resources will be provided on the AIG wiki. Intervention/enrichment ideas are being placed on the curriculum wiki. Classroom walkthrough data will ensure that teachers are differentiating.

Planned Sources of Evidence: • Professional development logs
• Data analysis
• Intervention/enrichment block
• Classroom walk through data

Other Comments: N/A

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

curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: The Montgomery County Schools AIG Program understands that all personnel must collaborate in order to develop and implement differentiated curriculum and instruction. Communication must be strong between stakeholders.

Goals: To ensure that all personnel appropriately implements differentiated instruction strategies. To make sure that DEPs are accessible for any teacher that teaches AIG learners. To make sure that teachers have time to collaborate and talk about differentiated instruction for gifted learners.

Description:
Professional Learning Communities are established at each school. These allow teachers to communicate with each other about differentiated curriculum and instruction for gifted learners. The AIG Director and Exceptional Children's Director communicate weekly during cabinet and curriculum team meetings. DEPs are generated in the fall with the guidance of the school based Gifted Identification Teams and are accessible for all the teachers of the gifted students to access. District level professional development is focused on differentiation and allows for communication and collaboration concerning differentiated curriculum and instruction.

Planned Sources of Evidence: • PLC agendas
• Professional development logs
• Cabinet and curriculum team notes
• DEPs

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: We recognize the need to have a DEP in place for all gifted students and that it is communicated to the parents and family members.

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

Description: DEPs are generated at the school level as directed by the Gifted Identification Team. These will be developed in the fall and sent home for parent review. The student will have a data

goal of tracking their performance data and will indicate a project of interest that they would like to work on as an independent project. High school students list their self selected studies in the form of what honors, advanced placement and online classes in which they are currently participating.

Planned Sources of Evidence: .Differentiated Education Plans (DEPs)

Other Comments: N/A

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Standard 3: Personnel and Professional Development

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

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Montgomery County Schools AIG Director holds a current Academically Intellectually Gifted license. The AIG Director will maintain NC AIG licensure in order to understand the needs of AIG students, and to provide teachers with assistance in differentiating both curriculum and classroom instruction.

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

Description: The AIG Director will keep licensure current and will continue to pursue professional development and conferences in the area of Academically/Intellectually Gifted programs. The Montgomery County Schools AIG Director will continue to attend state and regional meetings.

Planned Sources of Evidence: • Current North Carolina Academically / Intellectually Gifted licensure
• Professional Development programs attended
• Calendar of Regional and State meetings attended

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Recognizing that AIG certified teachers are the most qualified individuals to address the unique needs of gifted learners, the Montgomery County AIG Director collaborates with building principals to ensure that AIG certified teachers are assigned to teach groups of AIG students if at all possible. These teachers must receive professional development that is aligned with AIG best practices in order to stay current and to provide the best differentiated instruction for the students.

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

Description: The AIG Director will work collaboratively with AIG teachers to collect effective instructional strategies for AIG learners. This will be stored on an AIG wiki for all teachers to access. Links will be provided to the state AIG wiki and to the lessons that have been developed to meet the needs of AIG learners. A survey will be conducted of AIG teachers and school level administrators to determine professional development needs. During weekly PLCs, time will be devoted to differentiation strategies. This will allow teachers to share best differentiation practices and allow the instructional facilitators to share their differentiation expertise.

Planned Sources of Evidence: • AIG wiki
• Professional development agendas
• PLC minutes on wiki
• Current list of Academically/Intellectually gifted teachers
• Survey results

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Requirements for professional development should be established so that all teachers and other personnel that work with AIG can recognize and address the needs of gifted students. Strategic and focused professional development is needed to maximize student achievement and to ensure the growth of all gifted learners.

Goals: To equip teachers with instructional strategies, resources and professional development to meet the needs of gifted learners academically and socially through required certification and on-going professional development. Professional development will also be provided for administrators and school guidance counselors.

Description: Professional development will be provided to all teachers of AIG students in order to enable appropriate differentiated services utilizing the NCSCOS as well as training in learning styles and multiple intelligences. Survey results demonstrated a need for this type of differentiation training. Coaching and support for differentiated teaching/learning will be provided by Instructional Facilitators housed at each school. It is recommended that teachers of AIG students have their AIG license, be working to obtain their AIG license, or be working on obtaining a Montgomery County Schools AIG

Endorsement. This endorsement will be provided utilizing an online format. Some topics that will be covered with this endorsement are characteristics of gifted learners, needs of gifted learners, and differentiation of curriculum and instruction for gifted learners.

Planned Sources of Evidence: • Professional development for cluster/accelerated teachers
• County professional development calendar
• Online training module
• Professional development for targeted groups such as counselors or administrators

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Knowing that gifted learners require instructional strategies that are specific to their needs, an add on license or the Montgomery County Schools AIG endorsement will be recommended for those that teach AIG students.

Goals: To provide AIG students with teachers who have or are working on add-on license or the Montgomery County Schools Endorsement.

Description: Every effort is made to place identified AIG students in the classrooms of teachers with AIG licensure or those who hold the Montgomery County Schools Endorsement. In our elementary schools, AIG students are placed in cluster groupings with either an AIG licensed teacher, a teacher with Montgomery County Schools endorsement or a teacher who has demonstrated success with advanced students. At the middle school level, AIG students are placed in accelerated classes with either an AIG licensed teacher, a teacher with Montgomery County Schools endorsement or a teachers who has demonstrated success with advanced students. AIG students at the high school level are served through honors and/or AP courses as self-selected, and teachers have training in working with advanced level classes or AP courses.

Planned Sources of Evidence: • Annual data on the number of AIG certified personnel
• Annual data on placement of AIG students with trained AIG teacher
• Annual data on the number of teachers completing add-on licensure
• Annual data on the number of teachers completing Montgomery County Schools Endorsement

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Montgomery County AIG Program needs to continue to align professional development with our local strategic priorities and any district initiatives that have been identified.

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

Description: Arranged professional development for Academically/Intellectually Gifted teachers will continue to support district initiatives such as PDSA (Plan, Do, Study, Act), Marzano's High Yield Instructional Strategies, and basic differentiation training.

Planned Sources of Evidence: • PLC agendas
• District professional development calendar
• Training sign in sheets

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: It is essential for AIG student growth in learning that all professional development be based on state and/or national standards. These standards provide the necessary framework for teachers to work with all students including gifted learners.

Goals: To ensure that professional development is aligned with state/national standards, including 21st century skills, a framework for professional development plans will be created.

Description: Teachers working with AIG students will continue to be provided professional development, resources, coaching and support to address current state and national standards. Teachers will be evaluated on the NC Professional Teaching Rubric based on 21st century skills.

Planned Sources of Evidence: • Professional development plans linked to standards
• PLC agendas linked to standards
• Evaluation data linked to 21st century skills
• Classroom walk through Data

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Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Montgomery County Schools utilizes a continuous improvement model. This model demonstrates that schools constantly reflect, define, and refine themselves as they meet the needs of students. Teachers meet regularly in PLCs to review and revise their instruction based on data from assessments.

Goals: To provide opportunities for teachers of AIG students to plan, implement and refine applications of their professional development.

Description: Coaching and support will be provided during PLCs by the school based instructional facilitator. Teachers will discuss best practices for meeting the needs of all learners based on their actual data. During PLCs, Instructional Facilitators will coach teachers on utilizing data to drive instructional strategies for AIG students. Professional development will be provided for teachers of AIG students to deepen their understanding of how to impact the growth of AIG students. Teachers will continue to meet in weekly PLCs.

Planned Sources of Evidence: • PLC agendas
• AIG training sign in sheets
• Utilization of AIG wiki

Other Comments: N/A

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Standard 4: Comprehensive Programming within a Total School Community

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

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

This practice is a Maintained Practice for 2013-2016.

Rationale: There are two main concerns when analyzing this practice: social/emotional needs and a consistent plan for AIG services.

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

Description: Services for AIG students will include nurturing students with differentiated instruction opportunities (K-3), differentiated instruction in cluster groups (Grades 4 and 5), accelerated classes (honors) in area of identification (Grades 6-8), and self selected classes in honors, AP and online classes (Grades 9-12). Other opportunities for gifted learners will be provided during an intervention/enrichment block at the school level. Students will be able to identify a project of choice they would like to work on throughout the school year. This project will be identified on their Differentiated Education Plan (DEP). Social and emotional services for gifted learners need to be focused upon and improved. School counselors need training in addressing the needs of gifted learners. There will be increased communication between AIG Director and school counselors and counselors will be provided staff development on characteristics/needs of gifted learners during their monthly meeting time. A list of social and emotional issues prevalent with gifted learners will be developed and housed on the AIG wiki. Collaboration between counselors and higher education will continue.

Planned Sources of Evidence: • Copies of Differentiated Education Plans (DEP) with project of interest identified
• AIG wiki
• Class rosters
• Minutes of monthly counselor meetings
• Emails/other documentation of communication between AIG Director and counselors

Other Comments: N/A

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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 Focused Practice for 2013-2016.

Rationale: Montgomery County Schools' continuous improvement model has structure and processes in place to review data, strengths and/or gap areas relative to state summative assessments. District PDSA are beginning to be utilized for reading and mathematics to address the spectrum of learners and resources needed to meet the needs of all learners, including gifted learners. Student DEPs are written to align with the area of student identification and include a goal for students evaluating their own data throughout the school year.

Goals: The Montgomery County AIG department needs to continue to improve the district level PDSA process. The AIG wiki needs to be established with resources continually being added to this. DEPs need to be monitored to assure that the students are working on projects of interest that match their area of identification.

Description: Meeting the needs of AIG learners is embedded, differentiated and directly aligned to the district initiatives regarding Marzano's High Yield Instructional Strategies and the PDSA process. Also, support is provided with differentiated instruction during weekly PLCs at the school level. The district Curriculum and Instruction Team meets weekly to identify program/service needs, gaps, and/or successes regarding district program goals, LEA resources and strategic future planning. Student DEPs are written to align with the area(s) of student identification for gifted learners. DEPs are reviewed annually by teachers/parents/students to ensure alignment and appropriate service delivery.

Planned Sources of Evidence: • Student DEP
• PA, Formative Assessment Data, EOG/EOC data
• Documentation of semi-annual and/or annual reviews of DEP
• Curriculum Team Agenda/minutes
• AIG wiki usage
• Honors/AP/Virtual courses offered and taken by AIG students
• Classroom walk through data

Other Comments: N/A

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 Focused Practice for 2013-2016.

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Rationale: The needs of advanced learners are met when the AIG program and gifted services are integral and connected to the current instructional program. Appropriate differentiated instruction is necessary to facilitate growth in AIG students.

Goals: Continual and relevant professional development with differentiated instruction will be provided. Resources will be provided through the AIG wiki that will help teachers differentiate their instruction to appropriately meet the needs of gifted learners. High school honors portfolios will be developed to align with our current NCSCOS. Middle school will begin to develop honors portfolios.

Description: The Montgomery County Schools System will continue to conduct professional development for teachers to ensure that appropriate differentiated policies and programs are being implemented
across the county. The AIG program and policies will be made available online for administrators, teachers and parents to view at any time.

Planned Sources of Evidence: • Resources on AIG wiki
• Honors portfolios
• Classroom Walk through data
• Staff development logs
• PLC minutes
• District website

Other Comments: N/A

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 2013-2016.

Rationale: To ensure fidelity and rigor of implementation, all stakeholders will need to be presented with the updated version of the AIG local plan. This would entail awareness of services, regulations and specific needs of gifted learners as well as the recommended training needs of educators working with gifted learners.

Goals: Improved communication within the AIG Program about the differentiated services and instruction for AIG students, the regulations associated with those services, and MCS AIG program and plan.

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Description: The AIG Director will provide information and training on the Local AIG plan to GITs (Gifted Identification Team) located at the school level. This team could be the same team as the school's Student Assistance Team or a different team just for gifted identification depending on the needs of the school. An AIG contact will be named for each school and that person will be trained on maintaining the required paperwork such as DEPs. The AIG Director will also work with administrators and parents to make sure that the components of the plan are clearly understood.

Planned Sources of Evidence: • Training presentation
• Training sign in sheets
• Local plan availability at schools and on AIG wiki

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: All stakeholders need accurate and updated communication in order to best meet the needs of gifted learners especially at key transition points in the student's educational path. Consistent and accurate communication relative to identification, services, and student transitional points will be strengthened. Effective communication is needed to ensure continuation of appropriate services aligned with the local AIG plan.

Goals: To establish ongoing vertical and horizontal communication with all AIG stakeholders relative to the fidelity of implementation of the local AIG Plan.

Description: In order to communicate effectively with parents and the community, various strategies will be employed. They include, but are not limited to:
• Meetings with teachers and parents to discuss the continuum student services delivery options and to review student portfolios (school site). These meetings may include PTA meetings, Parent-Teacher conferences, and Differentiated Education Plan reviews.
• Plan on MCS website and opportunities for AIG students advertised on website.
• Review of Local Plan by AIG Advisory Board.

Montgomery County Schools places a high priority on teacher, parental and community involvement. It is our belief that cooperation between and among all stakeholders maximizes the development of the academic and intellectual potential of each student. It is the intent of the Academically/Intellectually Gifted (AIG) program to pursue an active line of communication within and among teachers in the district. Intent is to provide ongoing communication to expand educational

opportunities for students and allow for maximum student development. The following initiatives will be implemented and/or continued:

• District-wide Academically/Intellectually Gifted Advisory Board
An advisory board provides feedback concerning the effectiveness of the Montgomery County Schools AIG program. The Advisory Board consists of the AIG Director, AIG cluster teachers/accelerated teachers, parents, a principal and school board member. The Advisory Board meets twice a year, once in the fall and once in the spring.

• Academically/Intellectually Gifted Brochure
A brochure will be provided to give accurate information about the AIG plan to parents and the community. The brochure will also be available to any interested individual through the system's website.

• Parent Information Sessions
Information about the AIG program will be provided at many venues including Back to School Rally, Your School's 101 nights, and PTA nights.
• Creation of standardized presentation visuals and materials increase the fidelity of processes and procedures for the AIG Local Plan, identification, and service provisions. Regular reporting of academic data and progress of gifted learners to district, school site administrators, Instructional facilitators and teachers that have AIG students and the gifted students themselves. Instructional facilitators will align school site training with the district initiative involving differentiation. Differentiation will be an integral part of the PLC agenda. Cluster teachers, accelerated teachers and honors teachers will be invited to be a part of a county wide PLC twice a year.

Planned Sources of Evidence: • Meeting minutes
• MCS website
• Advisory Board minutes
• Parent brochure
• Parent information session sign ins
• Presentation materials

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

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Rationale: Collaboration and involvement of regular education teachers as well as all stakeholders is tied to optimum success for our AIG learners.

Goals: • Continuation of PLCs (school site and district level)
• Continuation of AIG Advisory Board meetings
• Continuation parent informational meetings
• Conferencing with parents upon request

Description: The PLC process allows for the collaboration and involvement of teachers in order to provide for the success of AIG learners. The AIG Advisory Board provides for the involvement of all stakeholders in the monitoring of the AIG plan and as a way to continually improve the AIG process. Parent conferences and informational meetings allow all families to be involved in the academic success and choices of the AIG student.

Planned Sources of Evidence: • PLC agendas
• AIG Advisory Board minutes
• Conference sign in sheets
• Informational meetings sign in sheets

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The unique social-emotional needs of gifted students require dedicated attention from educators and parents. The AIG Program recognizes these needs and will encourage those involved with teaching/counseling AIG students to collaborate to meet their needs.

Goals: Resources will be provided on AIG wiki to meet social-emotional needs of gifted students. Educators and counselors will be encouraged to discuss the needs of any individual gifted student during PLCs to help ensure a collaborative effort for addressing their needs.

Description: Educators will collaborate during PLCs to best meet the needs of any individual students. Counselors will be available to meet with any individual students as needed. Group sessions can occur as necessary. Career and college counseling will be provided to high school students. Resources will be provided on the AIG wiki for dealing with the social/emotional needs of gifted learners.

Planned Sources of Evidence: • Group or individual meetings with counselors
• AIG wiki

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Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Gifted students have a need and a right to advance through courses of study at a pace that accommodates and accelerates their learning appropriate to their interests and capability. Schools have a charge to meet these needs by offering options for accelerated study.

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

Description: Teachers with Montgomery County Schools will ensure that students with demonstrated and documented need for acceleration receive academic opportunities to proceed more rapidly through the usual progression of required skills and objectives for a given grade level or course of study, to work above the assigned grade level and complete studies at an earlier age when deemed appropriate.

Needs assessment practices include:
a. Identification for Academically Intellectually Gifted (AIG) Program services
b. Review of student's portfolio of advanced work samples, grades, products and performances
c. Recommendations by teachers, administrators and parents
d. Review of all documentation by the School Based Gifted Identification Team.

Recommended Forms of Acceleration:
1. Whole Grade Advancement: The need for Whole Grade Advancement is determined on an individual basis. Students recommended for Whole Grade Advancement must be identified as Academically or intellectually gifted and demonstrate characteristics consistent with the very strong level of need for differentiation. The School Based Gifted Identification Team will request and review evidence indicating possible need for whole grade advancement from regular education teachers, the AIG Director, the school counselor. A student whose needs can be met by going to the next grade level for instruction in reading/English language arts and/or mathematics is not necessarily a candidate for whole grade advancement. The AIG Program identifies highly gifted students who are functioning at a minimum of 2 years or more above age peers.

2. Curriculum Compacting: Students may move rapidly through the curriculum if mastery is demonstrated by testing out of skills. Teacher or district created assessments and a portfolio of work samples and products can serve as indicators for mastery.

3. Participation in an Enrichment Block based on formative assessment results, Reading 3D results and common formative assessment results. Pre-test results in PDSA may require acceleration within the classroom.

4. Subject Area Acceleration: Students at the elementary level will be provided enrichment opportunities that reach above their grade level when deemed appropriate based on formative data. If an AIG student has a documented need beyond the enrichment period for subject area acceleration, based on work samples and formative and summative data, they may be placed in another grade level for that particular subject. The middle school provides accelerated (honors) classes in the areas of English Language Arts and Math and students qualify by their area of AIG and their demonstrated need for acceleration. Algebra will be offered at the middle school as deemed needed by the principals and will follow the Math Success Guidelines. High school students self select honors, online and AP classes.

5. Advanced Placement: Students complete courses with advanced content either through face to face instruction (when available), NCVPS, or Apex learning.

6. Mentorship: Students may be assigned to a professional or expert in a specific area of interest to expand experience and knowledge outside of the classroom.

7. NC Virtual Public School: Students may enroll in eLearning taught by NC-certified teachers for courses not offered face to face. Consult with school counselors and distance learning coordinators for guidelines.

8. Classes through Montgomery Community College for those who meet Career and College Promise guidelines and who submit application to Montgomery Community College.

9. Classes through North Carolina School of Science and Math. Consult with guidance counselor or distance learning coordinator for guidelines.

10. Credit by demonstrated mastery for high school students.

Planned Sources of Evidence: Relevant documentation data

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Montgomery County School System is committed to identifying the academic needs

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of high-functioning and high-potential students from all populations. The AIG Program offers academic nurturing and enrichment opportunities before, during, and after formal identification for gifted education services. Nurturing efforts increase the development of academic and intellectual behaviors for possible future identification as gifted for all students in reading/language arts and/or mathematics.

Goals: To strengthen nurturing efforts by utilizing an Intervention/Enrichment block during the daily schedule for each elementary school and to increase the use of differentiated curriculum and instructional practices that nurture gifted behaviors in traditionally underrepresented populations

Description: The AIG Program Nurturing Initiatives:
• Differentiated Curriculum and Instruction Professional development offerings
• Student Engagement Strategies professional development offerings. (High Yield, Cooperative Learning, Brain Based Strategies)
• Nurturing through an Enrichment Block provided at each school.
• Resources on the AIG wiki for enrichment.

Planned Sources of Evidence: • Staff development plans
• Staff development logs
• Classroom walk through data
• AIG wiki

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Additional opportunities for enrichment exist outside of the classroom and the school. Gifted students benefit from innovative, challenging experiences.

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

Description: Extracurricular programs often address the socio-emotional needs of AIG students. These programs offer AIG students the opportunity to team build and interact in an activity that is outside the traditional curriculum of the daily classroom. Often these activities extend the classroom lesson to meet a need to more fully explore a topic or subject of interest and help develop leadership characteristics. The AIG Program will promote and share information that may be of interest to

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students, parents and schools regarding opportunities for enrichment and interest.

Opportunities that will be shared:

• Clubs at the middle school/high school level.
• Clubs during intervention/enrichment block at elementary level.
• Beta Club/National Honors Society
• Battle of the Books
• Science Fair (school, county and regional)
• Spelling Bee
• Duke Tip Program
• Dance, chorus, band and drama opportunities at the middle and high school
• Various summer camps sponsored by colleges, university and other organizations
• Montgomery County Schools AIG camp (during a no instructional day as designated on MCS calendar)
• North Carolina Governor's School (A recruitment night will be planned for East and West Montgomery)
• AIG Project Showcase Nights

Planned Sources of Evidence: • AIG website Listings
• Programs and events updates to schools
• AIG newsletters
• Board of Education recognitions/awards

Other Comments: N/A

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Standard 5: Partnerships

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

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of AIG learners are best met when all stakeholders are included in the planning and implementation of services provided for the learner including parents and families. Constantly improving this communication will further strengthen the Montgomery County AIG program.

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

Description: The AIG Director will send out fall and spring newsletters to parents and families. The AIG website will be updated with current information for families. AIG Project showcase nights will allow for students to present their work to their parents. School based Gifted Identification Teams will maintain parent contacts as needed. Teachers of gifted learners will communicate with parents regarding their progress.

Planned Sources of Evidence: • Copies of newsletters
• AIG wiki/Website
• Parent contact logs

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Communication and inclusion of AIG stakeholders is essential to meeting the needs of AIG students and providing fidelity of program implementation. Standardized presentation of information regarding the AIG local plan and policies relating to gifted education will be presented to all stakeholders.

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

Description: The AIG Director will convene the fall and spring meeting of the AIG Advisory Board. Communication will be strengthened with the Gifted Identification Teams and with the site AIG coordinator as specified by the principal. Website updates, board updates and communication with stakeholders will continue. Newsletters in the fall and spring will inform AIG families of upcoming events. The local AIG plan will be posted on the AIG website found on the Montgomery County Schools website as well as a link provided to the AIG wiki resource site for teachers, parents and counselors.

Planned Sources of Evidence: • AIG Website
• Newsletters
• Emails
• Presentation to share local plan
• Local Board of Education minutes

Other Comments: N/A

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 2013-2016.

Rationale: The needs of AIG learners are best met when all stakeholders are included in the planning and implementation of services provided. The Montgomery County Schools have included stakeholders reflecting the diversity of AIG families and the community in the development, implementation and monitoring of the local AIG program and plan.

Goals: To continue utilizing the AIG Advisory Board to monitor the local plan. Maintaining active members has been an issue, so when meeting, the needs of all members will be considered.

Description: The district has in place an AIG Advisory Board that meets twice a year to provide feedback, input, and monitoring of the Local AIG Plan.Stakeholder surveys will help monitor the plan. A district mid-year review and end-of-year review provides the platform for ongoing data assessment for program strengths and gap areas.

Planned Sources of Evidence: • Advisory Board Notes
• Notes from mid year and end of the year Strategic Planning
• Survey results

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Montgomery County AIG Program needs to be in communication with parents/families and the community about AIG opportunities. AIG documents need to be translated to ensure AIG student's needs are met.

Goals: Work with translators within the schools to ensure translations are accurate and meaningful to those in need of a translation of the AIG plan.

Description: In order to communicate effectively with parents and the community, various strategies will be employed. They include, but are not limited to:
• Meetings with parents to discuss student service delivery options and to review student portfolios (school site). These meetings may include PTA meetings, school Open House activities, Parent-Teacher conferences, and Differentiated Education Plan reviews and a translator should be provided.
• Newsletters designed to inform parents and the community about the service options available in native language.
• Review of Local Plan by committee, representative of community and schools.

Parent Information Sessions

In the initial phase of the eligibility process, parents will sign a form giving the Gifted Identification Team (GIT) authorization to establish a student eligibility portfolio. The GIT will review and determine eligibility for the AIG program based upon established guidelines at the elementary, middle, and high school levels. Once the Gifted Identification Team completes the review, parents will either be invited to the school to sign the Differentiated Education Plan or will receive a letter stating the student's current status. Non-identified students will either receive no services at this time, or will be observed for further indications of need and will be reconsidered before a specific date. Parents have the right to meet with the Gifted Identification Team upon request. All forms will be translated into native languages.

Planned Sources of Evidence: • Montgomery County Schools website
• Documents translated
• Meeting sign in sheets
• Gifted identification paperwork

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The advanced learner is best served when all resources available within the community are utilized to enhance AIG resources and support.

Goals: • Partner with local industry/business
• Partner with local institutions of higher learning
• Partner with parent/community organizations

Description: We will partner with local businesses, institutions of higher education, and industry to enhance learning opportunities that support the AIG program and students. For example, MCS will partner with UNCP for the regional science fair. Internships are available at the high school level. Dual enrollment with MCC, NCVPS, and NCSSM will be encouraged. We will look for creative ways to provide enrichment opportunities for AIG students by partnering with community leaders and businesses. Parent collaborative programs with MCS that benefit AIG students, such as parents speaking during career day, will be encouraged.

Planned Sources of Evidence: • Project Showcase Nights
• Open house information booth.
• List of AIG volunteers and speakers.
• Brochures
• Transcripts

Other Comments: N/A

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Standard 6: Program Accountability

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

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Montgomery County AIG Director along with other stakeholders will develop a written AIG Plan that will document the local AIG program in accordance with all state laws and policies. It will be reviewed and refined by the curriculum team and then submitted for the approval of the Montgomery County Board of Education. Knowledge of North Carolina Legislation (Article 9b-1998) and the State Board of Education policy (NC AIG standards, 2009) provide guidance in order to serve AIG students.

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

Description: This written plan for the Academically/Intellectually Gifted Program of Montgomery County Schools, will be completed in compliance with the rules, regulations, and policies established by the state legislation. All six standards are addressed within the plan. Practices will be designated as "Focused Practices" within the 2013-2016 plan or "Maintained Practices".

Planned Sources of Evidence: • Plan to DPI by July 15, 2013.
• Plan approved by Montgomery County Board of Education.
• Continual monitoring of plan.

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Montgomery County curriculum department including the AIG director will monitor the implementation of the AIG plan. This will ensure that the plan/program will remain in accordance with

state policy. Focus will be on continuous improvement of the AIG plan/program in order to serve all gifted students to the full extent of our capability.

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

Description: Communication is an essential element to the successful monitoring and implementation of the AIG plan. Teachers, administrators, students and parents alike must continue to maintain open lines of communication in order to successfully incorporate the essential elements of the AIG plan. Annual review of the AIG plan by the AIG Advisory Board will assist in monitoring. Opportunities for meaningful reflection will evolve into any necessary improvements. Areas of improvement will be maintained/monitored utilizing deployment plans that clearly delinate responsiblities for any corrective actions. The AIG Director will report feedback to Assistant Superintendent of Curriculum and Instruction and any necessary deployment plans will be made. The AIG Director will report feedback to the Director of Curriculum Support, Elementary Director and Secondary Director so that any necessary support can be provided to classroom teachers.

Planned Sources of Evidence: • Annual review by AIG Advisory Board
• Updates in cabinet meetings
• AIG Plan
• Deployment plans
• Reports to Executive Cabinet and local board

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Montgomery County AIG director will continue to utilize and monitor available state funds for the AIG program effectively.

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

Description: The AIG director will collaborate with Montgomery County School's finance department to semi-annually review AIG budget and ensure that state AIG funds are being used to support district AIG program goals.

Planned Sources of Evidence: • Purchase Orders
• AIG budget spreadsheet

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG performance data needs to be closely monitored. Clearly established processes need to be in place to assist classroom teachers in the disaggregation of student data. In addition, AIG students need to have ownership of their own growth data by tracking formative assessments, summative assessments and predictive assessments given throughout the year.

Goals: To establish clear data collection methods for disaggregating AIG data.

Description: The collection, maintenance, analyzing, and sharing of data for Montgomery County AIG students will include student growth data. This data will be collected through formative assessments, observation of the PDSA, summative data, predictive assessments that are district made and EVAAS data. A data collection form for AIG students will be developed and shared with classroom teachers. Students will track their own growth throughout the year and this will be noted as a goal on their DEP. (Differentiated Education Plan). Dropout data will be gathered with the collaboration of the high school guidance counselors and Power School administrator.

Planned Sources of Evidence: • EVAAS data
• Data collection forms
• PLC minutes on the wiki
• Dropout data
• DEPs
• PDSA trend data reflections

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Montgomery County AIG Program needs to continue ensuring that diversity is a part of the local AIG program. A systematic approach to continuous monitoring of the diversity within the Montgomery County's AIG program must be developed and maintained in order to ensure a rich

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cross section of representation within the program.

Goals: To increase teacher, counselor, and staff understanding of the characteristics/needs of AIG students, in particular special populations of gifted students such as economically diverse students and minorities.

Description: The AIG Coordinator and AIG Advisory Board will continue to monitor the AIG headcount data to ensure that diversity is in place with the MCS AIG program. The portfolio process is in place as a way to benefit those students who are gifted but have some difficulty with standardized testing.

Planned Sources of Evidence: • List of gifted characteristics on AIG wiki
• Meetings with school level GIT (Gifted Identification Teams)
• Mini professional development sessions on gifted characteristics with regular education teachers

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG students need to be placed with teachers that hold the credentials to teach AIG students if possible. These teachers are best able to meet their needs as a gifted learner.

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

Description: Montgomery County Schools' Human Resource department will work closely with the AIG Director to maintain accurate information on all school personnel working with AIG students. Non AIG certified teachers will be offered coaching through the Instructional Facilitators. A local MCS AIG Endorsement will be offered and teachers of AIG will be encouraged to participate in these online classes. AIG students will be placed in classrooms with regular education teachers that hold an AIG license when possible.

Planned Sources of Evidence: • List of teachers with AIG certification
• List of teachers participating in local MCS endorsement

Other Comments: N/A

Practice G
Forms an advisory group of community members, parents/families of AIG students representative of

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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 Focused Practice for 2013-2016.

Rationale: The Montgomery County AIG Director has assembled an AIG Advisory Board. It meets twice yearly to review all aspects of the AIG program and to make recommendations for improvement.

Goals: • Improve communication between the AIG Advisory Board and individual schools.
• Formation of a student gifted advisory group.

Description:
The AIG director leads the AIG Advisory Board which consists of AIG cluster teachers, principals, parents and a school board member. This committee will meet twice yearly to evaluate and make suggestions for improvements on the AIG program. They will receive information on any AIG data such as student growth data and dropout data. They will also assist in the formation of stakeholder surveys. Communication between the AIG Advisory Board and the schools will be strengthened utilizing notes placed on the AIG wiki and notes emailed to the principals and Gifted Identification Teams located at the school level. A formation of a student gifted advisory group will occur. This group will meet twice a year.

Planned Sources of Evidence: • AIG Advisory Board minutes
• AIG website
• AIG Advisory Board emails
• AIG Advisory Board members (teachers/parents/board member)
• Student advisory group members and minutes

Other Comments: N/A

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 2013-2016.

Rationale: We will elicit regular feedback from all stakeholders regarding the quality and effectiveness of the local AIG program. The feedback will be used in order to continually improve the MCS AIG program

Goals: • Utilize various means to solicit input/feedback from various stakeholders.
• Stakeholder surveys

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• Communicate survey results to AIG Advisory Board

Description: The Montgomery County AIG director will continue to seek the input and contributions of all stakeholders in the AIG program, including the students, to ensure the effectiveness and overall quality of the program. Various means to solicit input and feedback from multiple sources will be utilized including surveys (online and paper), parent focus group meetings, and AIG Advisory Board feedback.

Planned Sources of Evidence: • Survey results
• AIG Advisory Board minutes
• Deployment plans

Other Comments: N/A

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 Focused Practice for 2013-2016.

Rationale: As part of MCS continous improvement, we will review and revise the local AIG program and plan based on multiple sources of data.

Goals: • To monitor the implementation of the AIG plan
• Survey all stakeholders
• To revise and revamp the plan when necessary
• To clearly communicate all changes to the plan when they occur

Description: The Montgomery County AIG Advisory Board will review and revise the local plan based upon data accumulated annually in order to ensure the continued improvement of the program. Data will be used to review and revise the MCS AIG plan, including but not limited to summative growth data and stakeholder suggestions. Information gathered annually will be anlayzed and reviewed for the purpose of making improvements and adjustments, in order to better meet the needs of the students in the AIG program. The curriculum team along with the AIG director will help monitor the implementation of the AIG plan.

Planned Sources of Evidence: • Data collection forms
• Stakeholder surveys
• Plan posted on website

Other Comments: N/A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Montgomery County AIG program needs to establish means to release evaluative information to the public in a clear and consistent manner.

Goals: • To clearly communicate evaluative program information to the public
• Utilize various means of communication

Description: We will clearly communicate evaluative program information to the public by utilizing the website as one means of this communication. Furthermore, the AIG Advisory Board will help disseminate this information. Evaluative data will be reported to cabinet and an annual AIG report will go to the local board of education. Any necessary deployment plans will be established based on the data.

Planned Sources of Evidence: • Website information
• AIG Advisory Board minutes
• Minutes from cabinet meetings
• Minutes from board of education meetings
• Deployment plans

Other Comments: N/A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Program will continue to be evaluated and reviewed with an emphasis on protecting the rights of the AIG students.

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

Description: Policies and procedures will continue to be reviewed and evaluated with a discerning eye kept on the protective nature of those practices for our AIG students. A clean and concise outline of each step of the AIG process is represented in the Montgomery County School Academically/Intellectually Gifted plan.

MONTGOMERY COUNTY SCHOOLS

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Due Process Procedures regarding
Academically / Intellectually Gifted and Services Delivery Decision Overviews

1. Appeal to the school level Gifted Identification Team (GIT)
2. Appeal to the building level Principal
3. Appeal to the AIG Director
4. Appeal to the Superintendent
5. Appeal to the local Board of Education

Montgomery County Schools continues to seek ways to make our schools quality learning environments through close cooperation between home and the entire school system.

The Academically / Intellectually Gifted Program's goals, objectives, and service options should be clearly understood and communicated to all parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the individual school level. The following procedures should be followed to resolve any disagreements.

Step 1: Appeal to the School Level Gifted Identification Team (GIT)

1. The parent/guardian may request a conference with the Gifted Identification Team at the child's school. The request should be made in writing. The Gifted Identification Team should be given ample opportunity (10 school days) to convene all members together for the conference.
2. At this conference the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed
with the parents/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement to the Gifted Identification Team.
3. At this conference all information is shared with the parents/guardian and the minutes are recorded on the Gifted Identification Team minutes form. Team minutes forms and signatures are obtained from those attending.
4. Following the conference, the Gifted Identification Team will respond to the parent's concerns in writing within 10 school days after the conference.

Step 2: Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the Gifted Identification Team to the building level Principal. This should be done within 10 school days of the decision from the Gifted Identification Team. The Principal shall schedule the conference within 10 school days of the receipt of the written request.
2. The Principal shall review the concern. During the conference he/she may request further information from the child's teacher, the Gifted Identification Team, or the parents. Minutes are to be recorded on the GIT minutes form and signatures obtained from all present.
3. The Principal shall respond to the concern in writing within 10 school days of the conference.

Step 3: Appeal to the AIG Director
1. The parent/guardian may appeal the decision of the building Principal to the AIG Director. This should be done in writing within 10 school days of the decision from the building level Principal.

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Please submit this appeal to:
AIG Director
Montgomery County Schools
PO Box 427
Troy, North Carolina 27371

2. The AIG Director will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the Gifted Identification Team, the parent/guardian, and/or the Principal. Minutes should be recorded on the GIT minutes form and signatures obtained from those present.
3. The AIG Director shall respond to the concern in writing within 10 school days of the conference.

Step 4: Appeal to the Superintendent

1. The parent/guardian may appeal the decision of the AIG Director to the Superintendent in writing within 10 school days of the decision.

Please submit the appeal to:
Superintendent
Montgomery County Schools
PO Box 427
Troy, North Carolina, 27371
This conference should be scheduled within 10 school days of the receipt of the request for appeal.
2. The Superintendent will review the concern. During the conference with the parent/guardian, the Superintendent may request further information from the child's teacher, the GIT, the parents/guardians, the Principal, the AIG Director. Minutes will be recorded and signatures obtained from those present.
3. The superintendent shall respond to the concern in writing within 10 school days of the conference.

Step 5: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 school days of the decision from the Superintendent. This appeal should be in writing.

Please submit this appeal to:
Montgomery County Board of Education Chairperson
PO Box 427
Troy, North Carolina, 27371

This request should be made in a timely manner, which allows the request to be placed on the agenda for the next meeting of the Montgomery County Board of Education as prescribed by their rules.

2. The Board will review the concern. The Board may request further information from the child's teacher, the GIT, the parent/guardian, the Principal, the AIG Director, and/or the Superintendent. During the meeting, minutes will be recorded and signatures obtained from those present.

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3. The Board will make a final decision in writing within 30 days of the receipt of the written complaint.

Planned Sources of Evidence: • Academically/Intellectually Gifted Plan.
• District website and Policies.

Other Comments: N/A

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Glossary (optional):

Appendix (optional):

AIG FINAL PLAN July 15 2010.pdf *(Appendix)*
Appendix_1A_Standard_1_Practice_G_SERVICE_DELIVERY_OPTIONS[1].doc *(Appendix)*
AIG signature pageJuly 15.pdf *(Local Board Approval Document)*
AIG Article 9B.doc *(Other Forms)*
AIG Progress Report Form 10 PR.doc *(Other Forms)*
AIG Student Information Form 1.doc *(Other Forms)*
AIG Teacher Recommendation Form T.doc *(Other Forms)*
AIG Transfer Form 6.doc *(Other Forms)*
Alternative Evaluation Form 11 At Risk Evaluation.doc *(Other Forms)*
Differentiated Education Plan Form 4 Elementary K-2.doc *(Other Forms)*
Differentiatied Education Plan Form 4 Elementary 3-5.doc *(Other Forms)*
Differentiatied Education Plan Form 4 Middle 6-8.doc *(Other Forms)*
Differentiatied Education Plan Form 4 Secondary 9-12.doc *(Other Forms)*
Forms and Procedure Page.doc *(Other Forms)*
High School Pre-enrollment Application for Online Learning Form 2 HS.doc *(Other Forms)*
Individual Differentiated Education Plan Form 7 K-12.doc *(Other Forms)*
K-2 Teacher Obsrevation Form Za.doc *(Other Forms)*
Learning Behavior Scale Form 2.doc *(Other Forms)*
Letter of Justification Form 9.doc *(Other Forms)*
MCS_AIG_Plan July.docm *(Other Forms)*
Middle School Pre-enrollment Application for Online Learning Form 2 MS.doc *(Other Forms)*
Parent Letter 1.doc *(Other Forms)*
Parent Letter 2.doc *(Other Forms)*
Parent Letter 3.doc *(Other Forms)*
Parental Notification for AIG Evaluation Form 5.doc *(Other Forms)*
Parental Notification for Reevaluation Form 5 RE.doc *(Other Forms)*
Referral Checklist Form Teacher.doc *(Other Forms)*
Request for Alternative Assessment Form 8.doc *(Other Forms)*
Request for Alternative Assessment Form 8.doc *(Other Forms)*
Student Registration Procedures for Online Learning - Online Form 1.doc *(Other Forms)*
Summary of Individual Student Eligibility and Placement Record Form 3.doc *(Other Forms)*
Teacher Rigor Rubric.doc *(Other Forms)*
Teacher Rubric.doc *(Other Forms)*

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Highlights of Montgomery County Schools' AIG Plan Changes 2013-2016:

Standard 1: The LEA's student identification procedures are clear, equitable and comprehensive and lead towards appropriate educational services.

- Establishment of Gifted Identification Teams at each school
- Revised AIG Identification Standards: See Academically Intellectually Gifted Placement Chart

Standard 2: The LEA employs challenging, rigorous curriculum and instruction K-12 to accommodate a range of academic, intellectual, social and emotional needs of gifted learners.

- Development of AIG wiki with resources
- Increase utilization of AIG resource room
- Differentiation provided in classroom based on student data (PDSA, PA, formative, summative, interest and learning inventories)
- Differentiation support in PLCs

Standard 3: The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is ongoing and comprehensive.

- Differentiation training specific to AIG
- AIG licensure offered through UNCP/RESA
- Montgomery County Schools' AIG Endorsement (online training)
- PD aligned with state/national standards/21st learning standards

Standard 4: The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual and social needs of gifted learners

- Utilization of differentiated instruction framework
- Cluster grouping (4th and 5th)
- Accelerated classes (Honors) (Middle school), English Language Arts, Math
- Self-selected classes (High school), Honors, Advanced Placement, North Carolina Virtual Public Schools, North Carolina School of Science and Math, Apex
- DEP- Project of choice
- Enrichment/Intervention block/Clubs (Elementary)
- Enrichment Opportunities- Governor's School, Enrichment Block (Elementary), Clubs, Science Fair, Spelling Bee, Battle of the Books

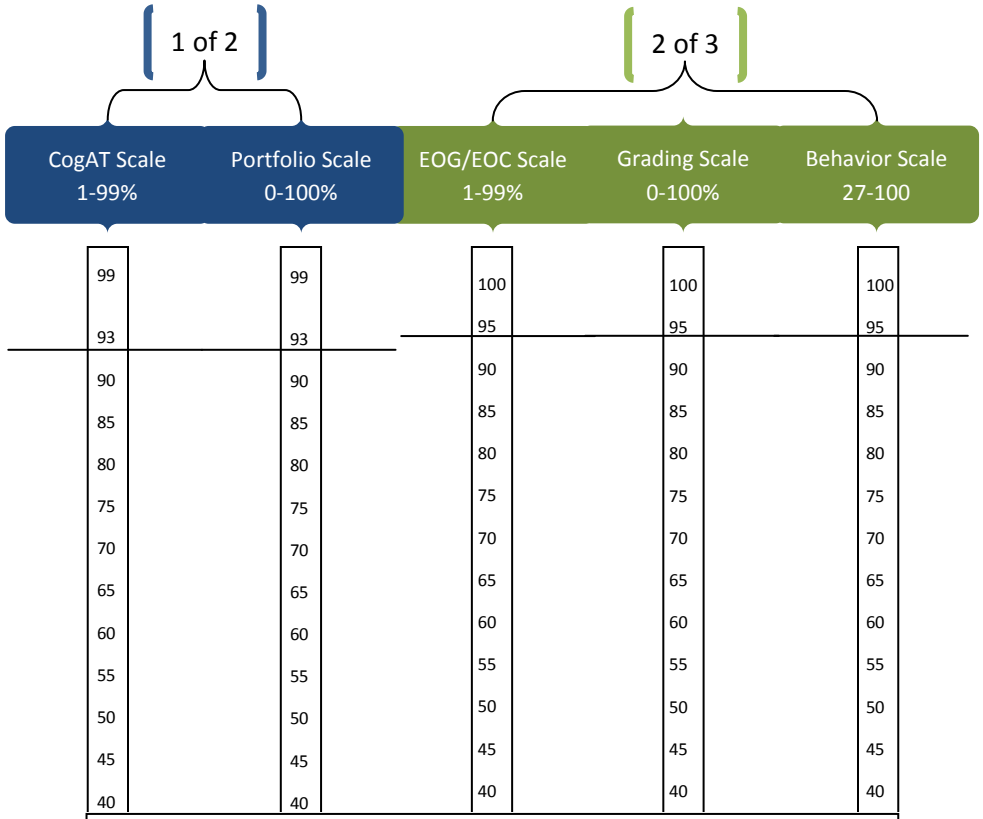
Standard 5: The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

- Involve AIG Advisory Board in continuous improvement process
- Formation of Gifted Student Advisory (middle and high)

Standard 6: 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.

- Monitoring of the plan by AIG Board/Curriculum Team
- Utilization of multiple forms of data to drive continuous improvement of the program

Academically Intellectually Gifted Placement Chart



Directions: Mark the student's score in the applicable categories on the number line using an "X." Write the actual numerical score next to it.

_____(student's name)

☐ Qualifies ☐ Does Not Qualify

_____ _____
GIT Representative Date

_____ _____
Parent/Guardian Date

Montgomery County Schools

To be identified as an Academically Intellectually Gifted Student in Montgomery County Schools, a student must score above the line on 1 of the 2 blue categories and 2 of the 3 green categories



This document should be presented to the Gifted Identification Team and to the parent/guardian.

For students qualifying in two subjects, a chart should be completed for each.