Overview: Mission/Vision Statement and Funding

Montgomery County Schools (620) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Dale Ellis

* LEA AIG Contact Name:

Lowder, Jessica - jessica.lowder@montgomery.k12.nc.us ▼

Montgomery County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor 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 aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Montgomery County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The district strategic plan with its mission and vision drives the vision of the AIG program. The vision of Montgomery County Schools is as follows: it will graduate life-ready, globally competitive students who are leaders in their community, who value diversity, and who are College and Career Ready. This vision is coupled with the mission of Montgomery County Schools. The mission is Montgomery County Schools will graduate College and Career Ready

students by preparing them to succeed in a globally diverse society, providing rigorous educational experiences, and building positive relationships with all members of our community. Core values of Montgomery County Schools are as follows: high expectations, high ethical standards, student centered, continuous improvement, data driven and inclusive practices. Adhering to the mission, vision and core values of the district, the AIG program strives to identify and serve students throughout the district that come from ethnically and culturally diverse backgrounds. The AIG program strives to match differentiated services based on the student's unique interests and needs in order to cultivate and nurture each individual student to his/her full potential, while also addressing emotional and social needs. Through the data driven processes of continuous improvement, the data of the AIG students is monitored to help provide information to both drive the instruction on the classroom level and to make decisions on the district level. Providing rigorous educational experiences through intentional differentiation is the foundation of the AIG program in Montgomery County Schools.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 203,928.00	* $ 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**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Annual screening takes place to review the general population of students to determine which students need further assessment or placement in the differentiated services for the gifted program. Through the screening and referral process a list of potential candidates is developed and this list is used to guide the work of the school level gifted identification team. This team consists of the principal or designee, instructional facilitator and appropriate grade level teachers. The Differentiation Coordinator will work with the Assistant Superintendent for Learning and the Director of Accountability and Quality to review EOG and EOC scores at the end of the school year. A list is created of potential gifted learners based on their EOG achievement. The Differentiation Coordinator will work with the Director of Elementary/K-12 Curriculum Support to create a list of potential K-3 AIG students after beginning of the year diagnostics. In the fall of each school year, students in grade 4 and grade 8 that scored 75th percentile or higher on the EOG in the previous school year will be screened. These students will take the Cognitive Abilities Test (CogAT). The CogAT is a nationally normed test that assesses a student's verbal, nonverbal, and mathematical reasoning abilities. Schools may also refer students for this testing based on academic achievement. School level gifted identification teams may refer students for additional screening by completing a referral form and contacting the Differentiation Coordinator. Parents may also contact the school based team in order to complete a referral form. After the list of students needing further assessment or placement in the gifted program is created, the Differentiation Coordinator will work with the school level identification teams to create a comprehensive learner profile for each student. This will consist of achievement data (iReady diagnostic data- Kindergarten through grade 3, End of Grade testing data- grades 3 through 8 and End of Course testing data- grades 9 through 12) as well as aptitude and ability data (CogAT). Other measures such as grades, gifted surveys, rating scales and a portfolio option will be included as well. Due to some changes in the annual screening process through incorporating K-12 services and some changes in the identification markers, this plan will be shared at the annual administrative leadership meeting in August. Information about the screening and referral process for differentiated services will be made available to school personnel, parents, and the community in a variety of formats. This will be done through a variety of means including posting to the district webpage, distribution of information to principals, meeting with instructional facilitators bi-weekly, and creating a standardized Google Slides presentation to share

with gifted identification teams and with school staffs. Our district AIG Parent Guide will be revised and shared with parents in August. This guide will highlight the extra-curricular opportunities for students in the Montgomery County Schools AIG Program, and also provides information on our referral and screening process, as well as potential course pathways at the secondary level.

* **Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

The Differentiation Coordinator will review qualitative and quantitative evidence that includes a student's achievement, aptitude, and potential to achieve. Multiple data points will be analyzed in order to determine if a student's comprehensive learner profile shows a need beyond the regular education program. Processes are in place for K-12 identification in various areas. Placement will be considered in the following areas:

•*Academically Gifted (AG)*
•*Intellectually Gifted (IG)*
•*Academically and Intellectually Gifted (AI)*
•*Academically Gifted in Math and/or Reading (AM, AR)*

Grades K-3
Placement: 2 years above in iReady data (scale scores) plus Learning Profile 90%
Nurturing: 1 year above in iReady data (scale scores) plus Learning Profile 90%

Grades 4-8
Intellectually Gifted (IG): 96% or higher on CogAT composite score

Academically and Intellectually Gifted (AI): 96% or higher on both CogAT composite and EOG percentile

Academically Gifted in Math (AM)
1 of 2: CogAT Quantitative score or (QN) composite score 90% or higher, 90% or higher math gifted portfolio
2 of 3: Math EOG Percentile 85% or higher, grades 90% or higher, Slocomb Payne Inventory Score 46 or greater

Academically Gifted in Reading (AR):
1 of 2: CogAT Verbal score or (VN) composite score 90% or higher, 90% or higher literacy gifted portfolio
2 of 3: Reading EOG percentile 85% or higher, grades 90% or higher, Slocomb Payne Inventory Score 46 or greater

Academically Gifted (AG):

1 of 2 CogAT Overall Composite (VQN) 88% or higher
2 of 3 EOG percentile 85% or higher in both subject areas, grades 90% or higher in both subject areas

Grades 9-12
Intellectually Gifted (IG): 96% or higher on CogAT composite score

Academically and Intellectually Gifted (AI): 96% or higher on both CogAT composite and EOC percentile

Academically Gifted in Math (AM)
1 of 2: CogAT Quantitative score or (QN) composite score 90% or higher, 90% or higher math gifted portfolio
2 of 3: Math EOC/EOG Percentile 85% or higher, grades 90% or higher, Slocomb Payne Inventory Score 46 or greater

Academically Gifted in Reading (AR):
1 of 2: CogAT Verbal score or (VN) composite score 90% or higher, 90% or higher literacy gifted portfolio
2 of 3: Reading EOC/EOG percentile 85% or higher, grades 90% or higher, Slocomb Payne Inventory Score 46 or greater

Academically Gifted (AG):
1 of 2 CogAT Overall Composite (VQN) 88% or higher
2 of 3 EOC/EOG percentile 85% or higher in both subject areas, grades 90% or higher in both subject areas

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* **Practice C**

Ensures AIG screening, referral, and identification procedures respond to 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.

The Differentiation Coordinator will work to ensure that AIG screening, referral, and identification procedures respond to 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. The Differentiation Coordinator will hold various roles with AIG, MTSS and ELL and will work with the learning team to monitor and analyze sub-group data to understand LEA demographics. The Differentiation Coordinator will continue to analyze data for each sub-group to determine in which subgroup underrepresentation is present and use this to make changes to the screening, referral, and identification process as needed. Subgroup data from the World-class Instructional Design and Assessment (WIDA ACCESS) will be used to identify students from under-represented populations for potential gifted identification. The use of alternative screening assessments and subgroup specific data ensure equity and access for under-represented populations of students such as those identified as Multilingual

Learners .The portfolio option provides another avenue for identification for under-represented populations of the gifted, as well as students that demonstrate a need for a non-traditional means of identification. The Differentiation Coordinator will partner with EC and ELL to ensure that all opportunities for students are considered. Local norms for CogAT are utilized when deemed appropriate for students to showcase their talents.

* **Practice D**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

The Differentiation Coordinator will work to ensure that identification processes are consistent throughout the district. The Differentiation Coordinator coordinates the screening and referral process and will provide resources for schools to identify students following the guidelines developed. The Differentiation Coordinator provides guidance on all identifications and is involved in the placement of all students across the district. The Differentiation Coordinator provides the paperwork and support for identification and maintains the records through Powerschool. Professional development is provided as needed to schools so that teachers understand the identification process. The Differentiation Coordinator will share the plan and identification process at our district leadership team meeting in August and will be an agenda item for leadership meetings as deemed necessary.

* **Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large

The Differentiation Coordinator will disseminate information regarding the screening, referral, and identification processes to all stakeholders including school personnel, parents/families, students, and the community through a variety of formats. The Differentiation Coordinator will make information about procedures available in a variety of formats including electronic, verbal and written means. The Differentiation Coordinator will advertise procedures, in various public locations including community locations and school office areas. The Differentiation Coordinator will also publish FAQs, a quick reference parent guide and brochures for dissemination for both parents and community members at large. The Differentiation Coordinator will also illustrate procedures by providing visual representations of the procedures including flow charts or graphics explaining score cut offs for various forms of gifted identification. The visual representations will be posted on the district AIG website. All printed materials will be translated into Spanish to enable all parents and community members access. When making presentations, the Differentiation Coordinator will work with translator staff to provide needed support. The Differentiation Coordinator will develop a standardized presentation to share with all stakeholders through Google Slides. This presentation will be posted on the district AIG website and can be easily adapted to meet the needs of the various audiences that might be present. An AIG newsletter will be published in the fall and the spring. This newsletter will highlight gifted services but will always include information about gifted identification as well. The newsletter will be published on the district AIG website as well as distributed to AIG parents.

* **Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This

documentation is reviewed with parents/families and maintained in student records.

Paperwork is consistent across the LEA and clearly communicates a student's
AIG identification procedures and outcomes for students. Information is posted in Powerschool that includes any relevant score information including grades, learning inventory, portfolio score, EOC or EOG data and CogAT scores. Features in PowerSchool will be used to create a DEP(Differentiated Education Plan) for elementary and middle school students. The DEP will be maintained within Powerschool. Copies will be provided to the schools and will be maintained onsite. The Differentiation Coordinator will also monitor schedules of the high school students to ensure that the students are self selecting classes that help them reach their potential. All identification information is shared with the parent through a letter and there are places for appropriate signatures on the DEP form.

* Ideas for Strengthening the Standard

Increase communication regarding screening and referral processes to principals, teachers, students and families through Parent Guides, District Presentation, Leadership meetings, quarterly newsletters, and school level gifted team meetings.

Translate Parent Guide into Spanish.

Create brochure highlighting academic competitions and AIG opportunities within the district.

Planned Sources of Evidence

* District Website
* Revised AIG Parent Guide
* AIG Newsletters

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	

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Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

* Practice A

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Services for AIG students will include nurturing students with differentiated instruction opportunities for K-3 as well as differentiated instruction for K-3 gifted students, differentiated instruction in cluster groups in Grades 4 and 5, accelerated classes (honors)in area of identification in 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. Social and emotional services for gifted learners need to be focused upon and improved. Resources will be added to the AIG website for social and emotional needs. Collaboration between counselors and higher education is strong and will continue. Instructional facilitators and digital learning coaches support teachers in regard to helping teachers with differentiation strategies to enrich, extend and accelerate the learning of gifted students. DEP information that is generated through PowerSchool is shared with all teachers. By collaborating with the Secondary Director, course offerings are provided that focus on the development of interests and special talents of students. Major Clarity will help staff be informed on student interests. Expanded course sharing through Canvas, allows students to be involved in instruction that develops their critical thinking, problem solving and other 21st century skills.

<u>Grades K-2</u>
Tiered levels of support
In-class flexible grouping for math
Cluster grouping within class or grade level for students needing advanced instruction in math
Differentiated instruction through a variety of means, such as compacting, STEM activities, independent study, project and problem-

based learning, and choice boards
Content enrichment, extensions, and acceleration in math during designated enrichment block
Pre-assessments and frequent formative assessments are used to determine each child's needs.

Grades 3-5
In-class flexible grouping for math
Cluster grouping within class or grade level for students needing advanced instruction in mathematics
Differentiated instruction through a variety of means, such as compacting, STEM activities, independent study, project and problem-based learning, extensions through the clusters, and choice boards
Content enrichment, extensions, and acceleration in math during designated enrichment block
4-5 District Math Tournament each spring
All students who score a level 5 on the end-of-grade test will be provided advanced math. An AIG student identified in math continues to receive services as outlined in each student's Differentiated Education Plan. BOY Diagnostic and NC Check-in Data can be used for 3rd grade students.

Grades 6-8
In-class flexible grouping for math
Cluster grouping within class or grade level for students needing advanced instruction in mathematics
Differentiated instruction through a variety of means, such as compacting, STEM activities, independent study, project and problem-based learning, and choice boards
Content enrichment, extensions, and acceleration in math during designated enrichment block
6th Grade Math with compacted 7th grade standards
7th Grade Math with compacted 8th grade standards
Math I course in 8th grade, with compacted content offered in previous grade(s)
6th Grade District Math Tournament each spring
All students who score a level 5 on the end-of-grade test will be provided advanced math. Scale scores will used be used to determine placement in order to create a full section. An AIG student identified in math continues to receive services as outlined in each student's Differentiated Education Plan.

Grades 9-12
Any student who scores a Level 5 on the 8th Grade Math EOG or Math I must be placed in an advanced math course in 9th grade.
Foundations of Math in not considered an advanced math course.
Self-selection of advanced and Honors math courses, as listed in the MCS High School Registration Guide
Credit by Demonstrated Mastery (CDM), which is offered each semester
Advanced Placement (AP) classes
Dual enrollment opportunities through community college partners with the Career and College Promise
Early College enrollment and course options
Online courses North Carolina Virtual Public Schools and the NC School of Science and Math
Students need to be focused on CTE CCP courses to open the Associate level math options as soon as possible

The Differentiation Coordinator will provide all teachers, specialists, and guidance counselors with access to information on student Differentiated Education Plans (DEPs). The Differentiation Coordinator will provide direct and indirect support to teachers of gifted learners by coaching, consulting, resource development and support, content acceleration and professional development.

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* **Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

The Differentiation Coordinator will ensure that the social and emotional needs of AIG students are addressed through collaboration with school counselors, regular education teachers, teachers of gifted learners and other instructional staff. The Differentiation Coordinator will provide resources for supporting the social and emotional needs of gifted learners that can be discussed during school level PLCs. During district level PLCs, information will be shared about supporting the gifted learners. The Differentiation Coordinator will collaborate with the learning team, exceptional children's department and student services in order to find solutions to any issues. Professional development can be provided to meet the needs of gifted students as deemed necessary.

* **Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

The AIG Program strives to integrate and connect AIG services to the total instructional program and resources of the LEA and policy and practice. 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 teams are utilized for reading, mathematics, and science to address the spectrum of learners and resources needed to meet the needs of all learners, including gifted learners. The Differentiation Coordinator will communicate and collaborate with the District Learning Division to ensure AIG

services are integrated and gifted curriculum resources are aligned with the total instructional program. Also, the Differentiation Coordinator will collaborate with various grade levels, subject areas and departments across the LEA to ensure programs are connected and resources are available; making visuals and other materials to show clear alignment. The Differentiation Coordinator will work with the EC Department in order to provide integrated services for any twice identified students. The AIG Coordinator will continue to revise the AIG district website to ensure access to resources. The Differentiation Coordinator will review all Local Board of Education (LBE) policies that relate to AIG to ensure those policies are effective and based on current best practice and will make recommendations for new policy as needed. The Differentiation Coordinator will work with administrative teams to make sure the needs of gifted learners are addressed at all levels in practice and policy. The Differentiation Coordinator will ensure that AIG is represented in leadership meetings.

* **Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

The Differentiation Coordinator will work with schools and teachers to ensure that grouping policies are in place in order to best meet the needs of gifted students. The Differentiation Coordinator will research best practices in grouping and support the schools with their use. All teachers in Montgomery County Schools have been trained in the Small Group Instruction Model. Teachers were trained in the four types of grouping (constant, collaborative, flexible, and cooperative) and provided various resources to enhance these groups for all students. Allowing students to work together based on needs, strengths and learning styles is a way to help support differentiation. The Differentiation Coordinator will help provide support to the Instructional Facilitators in flexible grouping. The Differentiation Coordinator will collaborate with the learning team to analyze data in order to provide best practices for grouping of gifted students. Small group instruction will continue to be a focus for Montgomery County Schools. The Differentiation Coordinator will review various state and local board policies to determine where support for grouping procedures already exists and where changes can be made to further align policy, research, and local practices.

* **Practice E**

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.

The Differentiation Coordinator will ensure that all teachers, school administrators, and support staff are informed about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. The Differentiation Coordinator will develop and utilize a common digital presentation when sharing about AIG programs and services with all schools and make this available for school personnel. It will be shared on the district AIG webpage. The Differentiation Coordinator will integrate program standards, legislation and regulations around gifted programs into locally offered professional development, principal's meetings and district and school level opportunities such as PLC meetings. The district handbook will be revised and shared with schools that includes the local plan requirements and other key information to parents.

* **Practice F**

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

Regular reporting of academic data and progress of gifted learners will occur. Instructional facilitators will align school site training with the district initiative involving differentiation through small group instruction. Small group instruction will be an integral part of the PLC agenda. The Differentiation Coordinator will provide notification of student services to appropriate instructional staff at the beginning of the school year. Student data will be shared in PowerSchool in order to ensure effective continuation of K-12 services. This documentation includes information about how the student was identified, how the student is currently being served, and how the student's services should change in the next grade span. The Differentiation Coordinator will ensure that data about a student's gifted services is received at transition years. The Differentiation Coordinator will collaborate with the Secondary Director to develop rigorous middle school programming during the transition between 8th and 9th grade. Camp Timberwolf for 9th grade students will help provide this programming and will be STEAM based with projects and opportunities to participate in internships and visit various community sites.

* **Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Montgomery County Schools AIG program articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, and subject and/or grade acceleration when an

appropriate body-of-evidence indicates the need. A clear procedure is in place for students to earn Credit by Demonstrated Mastery and is on the district website. Guidance counselors and teachers help identify candidates for this process. The process is delineated in the high school registration guide. The Credit by Demonstrated Mastery process and opportunities for online learning through Career and College Promise and North Carolina Virtual Public Schools will be highlighted in the AIG handbook for parents and students. Opportunities are provided for compacting math curriculum for those that score a level 5 as detailed in another section of the plan in middle school, allowing the student to take Math 1 in eighth grade. Middle school students in need of acceleration based on EOG scores and teacher recommendation are also afforded an opportunity to take NCVPS courses in middle school. Elementary students can be placed in another grade level's intervention/enrichment groups as deemed necessary. The Differentiation Coordinator will provide resources and support for administrators, teachers, and families to better understand acceleration options and make informed acceleration/placement decisions to ensure services and programs are provided to match demonstrated student needs. Opportunities are also provided for internships and apprenticeships through collaboration with the Secondary/CTE Director.

* **Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Montgomery County Schools' AIG program strives to ensure that traditionally under-represented populations have equitable opportunities and service options available system wide. Teachers differentiate the curriculum to meet the needs of varied levels of learning within the classroom. Support is provided to teachers during PLCs and professional development. Instructional Facilitators are available to coach and model differentiation strategies for teachers. In order to strengthen this standard, more targeted professional development will be provided to recognize and provide services that respond to the traditionally under-represented populations. Service options will be communicated to ELL, EC teachers, and other teachers who have a specialized student focus. The Differentiation Coordinator will evaluate data to determine how to match students' needs with various service delivery options and will gather feedback directly from students of under-represented populations to discuss service options outside of traditional services that are needed.

* **Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

The AIG Program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. After school programs in the elementary and middle schools provide activities that develop the interests of AIG students. Students are able to participate in district competitions such as Math Olympics, STEM Surge, and Battle of the Books. The Differentiation Coordinator will advertise any events and programs that would support gifted learners. The Differentiation Coordinator collaborates with the high schools to choose a Governor's School representative and the budget for AIG pays for the tuition for the representative.

*** Ideas for Strengthening the Standard**

Provide resources for support of middle school Math 1, middle school math compacting, and elementary math acceleration.

Provide resources and lesson ideas to schools and begin adding into district PDSA mapping process over the course of the next two years. PDSA teams would be shifted to include AIG certified staff.

Planned Sources of Evidence

* Newsletters/Flyers/Brochures
* Meeting agendas
* District AIG Website

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 2 Additional Resources	N/A	

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Standard 3: Differentiated Curriculum and Instruction

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

Montgomery County Schools utilizes the North Carolina Standard Course of Study as an entry point for differentiation. PLC discussions at the school level guided by an Instructional Facilitator help further content differentiation. Digital Learning Coaches at all levels use 1:1 technology to help teachers create personalized learning environments through accelerated pacing and differentiation in Canvas or Google Classroom. There is an intervention and enrichment block in place at each elementary school with opportunities for enrichment such as clubs and projects. Plans are developed based on current assessment data during PLCs. The high schools have time dedicated within their classroom instruction blocks to provide both remediation and enrichment. Middle schools have daily intervention and enrichment blocks (FLEX) that are driven by current assessment data. Each school provides times for clubs that allows for enrichment in the forms of a book club (Battle of the Books), science projects, Math Olympics, and utilization of Project Lead the Way resources. These strategies allow for students that have similar interests, needs and abilities to work together. Curriculum maps are being developed by teachers and district leadership teams and will include some suggestions on differentiation. These maps will be implemented August 2022. Classroom walkthroughs, instructional rounds, and monitoring of lesson plans help ensure that content differentiation is occurring. Professional development and PLC assistance is provided as needed. Our district continuous improvement model, the PDSA process, is also a way of ensuring content differentiation. Each teacher is required to give students a pre-assessment at the beginning of each unit and then use that data to differentiate their unit of study. The implementation of AVID at the middle

and high schools have provided some opportunities for students to access advanced courses and content and has helped level the organizational skills for all students. Blended learning with our 1:1 initiative K-12 supports the creation of personalized learning environments through accelerated pacing and differentiation. The Differentiation Coordinator will work with the learning team to ensure that professional development opportunities are infused with differentiation strategies that support gifted student's development as a learner.

* **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.

Montgomery County Schools Classroom Walkthrough data includes an emphasis on differentiation. This data is monitored at the school sites and appropriate coaching/professional development is provided by the instructional facilitator during PLCs and professional development time. Montgomery County Schools' instructional model includes components that ensure that ALL student learning needs are addressed, including the AIG learners. The PDSA process helps ensure that student learning needs are met. Student interest drives the enrichment periods at the middle and high schools. Major Clarity is used to help staff learn student interests to highlight skills and guide potential future careers. Strategies that are promoted for AIG students are flexible grouping, tiered assignments, compacting, menus, and project-based learning. Student learning characteristics, learning styles, and multiple intelligences are also considered in lesson design. High school students meet with guidance counselors in order to develop an academic plan of coursework. This plan is monitored through the DEP process. Support is provided to teachers in employing diverse and effective instructional practices through PLCs, professional development, and Instructional Facilitator coaching/support.

* **Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

Montgomery County Schools has a wide variety of evidence-based resources that enhance student learning. Resources Inventories are completed at the district level to ensure staff have access to evidence-based resources in each building. Curriculum strategies that are evidence based are guided through district professional development with support provided at the school PLC level. District level PLCs provide time for teachers of advanced learners to collaborate and develop strategies and resources for advanced learners of all levels. The Differentiation Coordinator will work with PDSA teams to include resources for gifted learners within

curriculum mapping and planning process. The district AIG website can provide information about evidence-based resources.

* **Practice D**
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

Montgomery County Schools seeks to develop future ready skills within a real-world context. These skills include the following: critical thinking, communication, collaboration and leadership. District level curriculum materials encourage integrated units across all areas of curriculum with an emphasis on these skills. Our 1:1 ratio of student devices provides teachers a chance to incorporate these future-ready skills through the Triple E Framework in their daily instruction. Teachers are encouraged to embed critical thinking skills within advanced programming options, including honors level, and AP coursework. Students are encouraged to take CCP classes and also are afforded an Early College option in conjunction with our local community college. Opportunities are provided to promote future ready skills through partnerships with community organizations, through community projects and internships and apprenticeships. The Differentiation Coordinator will work closely with the Secondary/CTE Director on these opportunities. The Differentiation Coordinator will work with the district learning team to continue to work on grants in order to fund programs that support development of future-ready skills.

* **Practice E**
Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Montgomery County Schools strives to utilize student data effectively by pinpointing areas of strengths and needs for all students, including individual AIG students. Montgomery County Schools employs a continuous improvement model. This model allows 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 administered to students, teachers analyze the data in PLCs. Our PDSA model promotes the utilization of a pretest. After the pretest, teachers must decide how to compact or provide instruction 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. Teachers use formative assessments in an ongoing manner to guide the PDSA process

and daily instruction. Progress monitoring data (MClass, classroom formatives and i-Ready) and summative assessment data such as EOC/EOG/NC Final Exams/ACT/Workkeys assessments, are also available. Instructional Facilitators are placed at each school to provide teachers with the guidance and 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. School Net assessments, formative assessments through NCDPI, Standards Based Mastery through i-Ready helps our teachers have a wealth of formative assessment materials. The Differentiation Coordinator visits PLCs and is readily available to support any data disaggregation. As part of the MTSS training process, all elementary and middle schools are provided with data days led by the Instructional Facilitator with the support of the Differentiation Coordinator who will help ensure the needs of gifted students are met. Teachers have been trained in small group instruction. Through this training, teachers are equipped to differentiate classroom curriculum and instruction. Both summative and formative data are analyzed to ensure that instructional needs are met for all learners and adjustments are made to instruction accordingly. With all ongoing data discussions, the growth of all students and subgroups such as AIG are considered.

* **Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

The Differentiation Coordinator will build connections with other departments including the school counselors in order to provide SEL resources and ongoing professional development. Counselors will work with Instructional Facilitators to plan resources to support social and emotional needs of AIG students. Information will be provided to teachers of gifted learners as to how to best provide for student needs. School-level support is provided for students that are involved in CCP and other advanced level coursework. Camps are provided throughout the summer to help with transition years, and social emotional development is part of these camps. Camp Timberwolf serves rising 9th graders as a STEAM opportunity that provides students a chance to discover various employment and academic opportunities with an emphasis on allowing students from all areas of the district to engage in time together. Evidence based curriculum has been provided to the guidance counselors to help support all learners socially and emotionally.

* **Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

The Montgomery County Schools AIG program recognizes the potential of young students in kindergarten through grade 3. Potentially gifted students are nurtured through differentiation provided in the classroom and through the intervention/enrichment daily block. Gifted Kindergarten through grade 3 learners are also provided differentiated support. Montgomery County Schools through continuous improvement processes will ensure that all teachers differentiate their instruction for advanced learners. MClass and i-Ready data at benchmark periods and throughout the year are analyzed at the district and school level to identify potential gifted students in the area of reading and math. The Differentiation Coordinator will work with school level gifted identification teams to further discuss these students and create plans for nurture and enrichment. The PDSA process provides an avenue for teachers to differentiate their instruction. Intervention and enrichment resources are made available to all staff through our district website. Resources are all evidence-based and flexible for use across grade spans. K-3 classrooms engage in flexible grouping and this ensures that all students are exposed to strategies that help nurture their potential. With our 1:1 initiative we further an opportunity for nurturing of K-3 students through use of technology with the Triple E Framework. The utilization of i-Ready diagnostic and literacy instruction allows another avenue for differentiation. Teachers can assign students work on another grade level if needed. It allows them to compact their curriculum. Teachers of K-3 students will address the needs through fostering creativity, curiosity, critical thinking and access to advanced content. As students begin to flourish in the K-3 environment, the Differentiation Coordinator will begin to observe students and are able to help provide support to the teachers in how to best work with the advanced students. The Instructional Facilitators will discuss talent development opportunities through PLCs throughout the year.

* **Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

The Differentiation Coordinator works closely with the learning team to ensure that implementation of differentiated curriculum and instruction is expected of all instructional staff. Differentiation is a component of the District Classroom Walkthrough Tool. District PDSA teams have been created comprised of grade level teachers, support staff, administration, and central office staff across the district for each subject area. These teams collaborate to ensure needs of all students are being met through differentiated curriculum. Teams have created district curriculum maps for each grade level and will be implemented in August 2022. These teams will continue to build upon existing strategies and discuss resources, best practices, opportunities for differentiation and student outcomes. The EC Director and Differentiation Coordinator will collaborate to make sure the needs of twice identified students are met. Guiding questions for looking at the needs of gifted learners are utilized

when working with teachers including questions about the ability to accelerate. Support is provided at both school level and district level PLCs in order to provide the best instruction for gifted learners.

* **Practice I**

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

Differentiated Education Plans are generated in the fall and sent home for parent review for elementary school students. These plans will provide a comprehensive summary of student needs in the classroom and service options as well as extra-curricular opportunities within the district. The Program Services Tab within the Power School system is utilized to record and monitor program service information for gifted learners. High school DEP's involve analyzing the student's schedule and ensuring that appropriate class choices are being made and then communicating with parents as needed. High school schedules are checked for assigned studies in the form of Honors, Advanced Placement, and online CCP classes. DEP's for elementary and middle school will be generated through PowerSchool. This will allow us to better record and monitor program service information. Currently, the Instructional Facilitator helps facilitate the DEP process. Parents are invited to meet with the classroom teacher and the Differentiation Coordinator when service questions occur. High School DEPs involves just monitoring the four-year plan of coursework of students to ensure that gifted students are placed in appropriate level classes. The Differentiation Coordinator will collaborate with the Secondary Director to answer registration questions. Teachers of gifted students contact parents about signing their DEPs, and conferences can be provided as needed. The Differentiation Coordinator will work with the EC Director to ensure participation in the IEP meeting of any twice identified students in order to provide support for gifted strategies.

*** Ideas for Strengthening the Standard**

Differentiated Education Plan Revision

Secondary DEP Plan Creation

Planned Sources of Evidence

* PowerSchool Evidence within AIG Program Tab
* District Curriculum Maps
*

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 3 Additional Resources	N/A	

Montgomery County Schools (620) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

The Differentiation Coordinator works collaboratively with the district learning team in order to ensure that the needs of gifted learners are being met across the district. The following are some of the Differentiation Coordinator's roles and responsibilities in oversight of the AIG program:

- Overseeing the screening, referral, and identification processes at the district level
- Working with school level gifted identification teams
- Maintaining documentation of identification and services provided in PowerSchool
- Providing leadership at all levels, for the needs of AIG students
- Monitoring implementation of program services
- Participating in professional development opportunities, including regional and state meetings in order to support differentiated services for gifted learners
- Developing, monitoring and implementing Montgomery County School's AIG plan
- Providing professional development and resources to support differentiation in classrooms
- Providing professional development for Montgomery County teachers to receive a local AIG credential
- Monitoring the data of AIG students
- Developing ways to communicate with all stakeholders about gifted services
- Facilitating an AIG Advisory Committee

* **Practice B**
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

In order to provide gifted students access to AIG certified teachers, the Differentiation Coordinator will develop a local process to provide teachers with local AIG credentials. This process will ensure that classroom teachers and other support personnel, such as guidance counselors and instructional facilitators, understand the academic, intellectual, social and emotional needs of gifted learners. The coordinator will indirectly support gifted students by providing working with classroom teachers throughout the district. Best practices in gifted education and resources will be shared through district PLC meetings. The Differentiation Coordinator will collaborate with the district learning team in order to ensure that district professional development incorporates strategies for differentiation for gifted learners when applicable. The Differentiation Coordinator will provide direct support to classroom teachers in our district-wide PLC process and will assist teachers in the school level PLC's. Opportunities will be provided for teachers of gifted students to collaborate concerning resources and strategies as needed. Professional development opportunities for teachers will be advertised and participation will be encouraged. A district level gifted education team will be created to support teachers in best practices to support gifted learners.

* **Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Professional development will be provided to teachers of AIG students in order to enable appropriate differentiated services utilizing the NCSCOS as well as training in differentiation. Coaching and support for differentiated teaching/learning will be provided by Instructional Facilitators housed at each school. The Differentiation Coordinator will help provide the professional development. Professional development will be provided that is specific to classroom teachers, school counselors and administrators. Academic and social emotional support will be provided. Support will be given to teachers interesting in adding on the AIG license. Professional development will be provided in order to prepare these teachers interested in licensure for testing. The Differentiation Coordinator will survey all certified staff and administrators about professional development in the gifted areas. The data from this survey will help the Differentiation Coordinator collaborate with the district learning team to provide needed professional development. Professional development will be

provided through a variety of formats, including through the Instructional Facilitators during the PLC, and face to face professional development sessions.

* **Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Every effort is made to place identified AIG students in the classrooms of teachers with AIG licensure or those who have participated in local gifted professional development. In our elementary schools, AIG students are placed in cluster grouping with an appropriately trained AIG teacher. Cluster grouping is defined as a process in which 4-6 gifted or accelerated students are placed together in a heterogeneous classroom. Students receiving a 5 on mathematics will be clustered together in order to receive accelerated mathematics content and instruction. At the middle school level, AIG students are placed in honors level classes with an appropriately trained AIG teacher. Also, the middle schools will schedule students into Career and Technical Education classes that will enable the gifted students to experience various jobs. Project Lead the Way is part of this schedule. Middle school students in grade 8 who have received a 5 on EOG mathematics testing will be clustered and receive compacted math curriculum. These students will participate in Math 1. AIG students at the high school level are served through honors and/or AP courses, Career and College Promise, and North Carolina Virtual Public Schools. The Differentiation Coordinator will partner with school based administrators to ensure effective AIG student service match with an appropriately licensed, or prepared, teacher. The Differentiation Coordinator will develop a process for monitoring this procedure. This data will be shared with the district learning team, AIG Advisory Board and administrators as appropriate. Teachers that complete state AIG license add on or complete professional development expectations will be honored at a local board of education meeting in the spring.

* **Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

Montgomery County Schools continues to develop strategies for the recruitment and retention of AIG-licensed professionals. AIG-licensed teachers in Montgomery County Schools have received a recruitment and retention bonus. During the first semester, the Differentiation Coordinator will visit schools to recruit staff to participate in a cohort to receive a local AIG credential. After completing the coursework requirements, staff members will be

recognized for this achievement in the spring of each school year. The Differentiation Coordinator will support any teachers interested in pursuing AIG licensure, providing resources to prepare for the Gifted Education Praxis. Teachers that complete all district course requirements and pass the Gifted Education Praxis to receive licensure will be reimbursed for the cost of the assessment.

* **Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

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. AIG best practices will be integrated within other professional development initiatives across the district. Professional development provided for all Montgomery County teachers is based on best instructional practices. Support in the areas of PDSA(Plan, Do, Study, Act), Marzano's High Yield Instructional Strategies, and basic differentiation will continue to occur. Starting with this plan year, an emphasis will be placed on small group instruction. The Differentiation Coordinator will meet with the Instructional Facilitators on a regular basis to remind them of best practices of gifted education. School improvement plans and the district improvement plan consider the needs of gifted learners based on data. Professional development provided throughout the district will embed differentiation practices as well as best practices for gifted learners.

* **Practice G**

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

Teachers working with AIG students will continue to be provided professional development, resources, coaching and support to address current state and national standards. Based on professional development provided to teachers, Instructional Facilitators will provide support to teachers through modeling and coaching. Teachers share best practices during PLCs, and time is allotted for them to plan together. Instructional Facilitators will coach teachers concerning utilizing data to drive instructional strategies for AIG students. Attention will be focused on how to deepen the understanding of teachers to impact the growth of AIG students. With the implementation of this AIG plan, district wide grade level and subject area PLCs will be implemented in grade and subject areas. Best practices will be shared at PLC meetings for working with gifted learners. The Differentiation Coordinator will remind teachers of exemplar lessons provided on the state AIG website and will

also look for other exemplary lessons to share with teachers. Instructional Facilitators will model lessons for teachers that will include differentiation and best practices for gifted learners.

*** Ideas for Strengthening the Standard**

AIG District PLC Team

PD on AIG Goals

Local AIG Credit Course

Planned Sources of Evidence

* PD Logs
* District PLC Agendas
*

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 4 Additional Resources	N/A	

Montgomery County Schools (620) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

* **Practice A**
Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

The Differentiation Coordinator will work with schools in order to help form partnerships with parents/families that are intentional and meaningful to support all needs of AIG students. These include academic, intellectual, social and emotional needs. The Differentiation Coordinator will work with the district learning team to collaborate with various parent events. The Differentiation Coordinator will work with Instructional Facilitators to ensure that resources and information are provided to AIG students during parent nights. The Differentiation Coordinator will identify leaders from various parent and family networks who may be willing to partner with the district and brainstorm ways to support programming options and develop services for gifted learners. These parents can serve on the Advisory Committee or support in other avenues.

* **Practice B**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

The Montgomery County Schools' AIG program 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. Community involvement will be encouraged for our Math Olympics, STEM Surge and the Battle of the Books competitions. Internships are available at the high school level. The CTE Director will help the Differentiation Coordinator find appropriate internship opportunities. Dual enrollment with MCC and NCVPS will be encouraged. The Differentiation Coordinator will look for creative ways to provide enrichment opportunities for AIG students by partnering with community leaders and businesses. The Differentiation Coordinator will also collaborate with the district learning team to provide opportunities through the various grants that Montgomery County Schools received. Parent collaborative programs with MCS that benefit AIG students, such as parents speaking during career day, will be encouraged. There are strong partnerships between Montgomery County Schools and our community college. Many students participate in Career and College Promise classes, which has accelerated because of our 1:1 initiative. Support is provided for students in these classes. Montgomery County Schools is home to an Early College that provides many diverse opportunities for AIG learners. With the opening of a new central high school and CTE center, the collaboration between community members, Montgomery County Schools and the community college will continue to accelerate.

* **Practice C**

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

The needs of AIG learners are best met when all stakeholders are included in the planning, implementation and monitoring of services provided. The AIG Advisory Board consists of staff members with a variety of roles and grade spans served. The AIG Advisory Board will meet twice a year to discuss and monitor the AIG Program and plan. The Differentiation Coordinator will continue to recruit family and community members to serve on the Board. The Differentiation Coordinator will also recruit students to serve on the AIG Advisory Board.

* **Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Information needs to be provided to various stakeholders about the AIG plan or programming. Communication and inclusion of AIG stakeholders is essential to meeting the needs of AIG students and providing fidelity of program implementation. A standardized presentation of information regarding the AIG local plan and policies relating to gifted education will be presented. The AIG handbook will be revised that highlights the local AIG program and policies. The AIG district website will incorporate information for both parents and students. The Differentiation Coordinator will collaborate with Montgomery County Schools' Director of Marketing and Strategic Communications to utilize existing structures such as social media platforms and communication platform. The Differentiation Coordinator will ensure that stakeholders know where the AIG plan is located by placing it on the district website and providing copies for Principals and Instructional Facilitators. The Differentiation Coordinator will create brochures, pamphlets, fliers and newsletters to outline information regarding the plan and policies related to gifted education, including a glossary of acronyms and terms for consistent understanding of vocabulary. Any written material will be translated into Spanish as well as provided in English. The Differentiation Coordinator will collaborate with the Director of Marketing and Strategic Communications to utilize local newspaper and media outlets when appropriate to share student accomplishments to improve perception and community relations. A standard Google Slides presentation about the AIG plan and programming will be developed and placed on the district AIG website in order to provide the same standard information.

*** Ideas for Strengthening the Standard**

Additional recruitment for AIG Advisory Board- Students!

Explore funding, business partnerships

Planned Sources of Evidence

* Advisory Board Meeting Minutes
* AIG Website & Materials
* Business Partnerships Highlighted in Public Information

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 5 Additional Resources	N/A	

Montgomery County Schools (620) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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 diverse academic, intellectual, social, and emotional needs of gifted learners.

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

The Montgomery County Differentiation Coordinator 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 AIG Advisory Board, district learning team and then submitted for the approval of the Montgomery County Board of Education. Knowledge of North Carolina Legislation (N.C.G.S. 115C-150.5-.8 {Article 9B}) and the State Board of Education policy (NC AIG standards, 2021) provide guidance in order to serve AIG students. All six standards are addressed within the plan. Data from the program self-assessment helps to guide the plan. The Differentiation Coordinator will begin to develop a timeline for initiation the work on the 2025 plan and will gather feedback from various stakeholders. After gaining approval from the Montgomery County School's school board, the plan will be submitted to NCDPI in order to receive feedback and comments. The plan can be revised and resubmitted based on feedback and concerns during the 2022-2025 plan years.

* **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.

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 delineate responsibilities for any corrective actions. The Differentiation Coordinator will report feedback to Assistant Superintendent of the Learning Division and necessary deployment plans will be made. The Differentiation Coordinator will report feedback to the Director of Elementary and Curriculum Support and Director of Secondary Education so that any necessary support can be provided to classroom teachers. Data will be monitored on the school level as well as the district level. A systematic process for reporting progress will be developed including annual reports to various stakeholder groups.

* **Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

The Differentiation Coordinator will collaborate with Montgomery County School's finance department to semi-annually review the AIG budget and ensure that state AIG funds are being used to support district AIG program goals. The Differentiation Coordinator will seek other opportunities, such as grant funding, to aid in the support of programs for AIG learners. The AIG Advisory Board will help ensure that clear connections between each goal of the local AIG plan and program within budget are made. The Differentiation Coordinator will advocate for funding for the gifted program to meet any program needs. Resources for teachers as well as professional development will be considered. The learning division actively seeks additional funding to help supplement the AIG budget.

* **Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

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 diagnostic assessments given throughout the year. The collection, maintenance, analysis, 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, i-Ready diagnostic assessment and EVAAS data. The Differentiation Coordinator will gather various data including but not be limited to, EOG, EOC, SAT, AP, ACT, PreACT, and WorkKeys and any other data available to the district, paying close attention to underserved populations as well as disproportionality issues. During data days, PLC team members will complete a data disaggregation form and dropout data will be gathered with the collaboration of the high school Guidance Counselors and Data Manager. Our district MTSS online platform has an early warning system for high school students that will be utilized to help prevent drop out or other issues with both the gifted population and the high school population at large. ACT and Pre-ACT data is analyzed for all students as part of the PDSA process. Other forms of data that speak to the success of AIG students will be collected, such as the number of internships or mentorships, college acceptance information, scholarship information, Career and College Promise completion rates and AP class completion rates. Teachers are provided with training needed to understand student growth and achievement through PLCs and collaboration with the Director of Testing and Accountability.

* **Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

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 cross section of representation within the program. The Differentiation Coordinator and district learning team 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. Headcount information will be provided to the AIG Advisory Board. Trend data for underrepresented students including students who are ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional, will be examined and any necessary changes will be made to the AIG plan. The Differentiation Coordinator will gather, analyze and share AIG student growth, achievement, and retention data specifically for the under-represented populations mentioned in this standard.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	<5%	---	---	---	6.55%
Male	---	---	<5%	---	---	---	7.42%
Total	---	<5%	<5%	---	---	---	7.00%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

AIG students need to be placed with teachers that hold the credentials to teach AIG students when possible. These teachers are best able to meet their needs as gifted learners. Montgomery County Schools' Human Resource department will work closely with the Differentiation Coordinator to maintain accurate information on all school personnel working with AIG students. Non AIG certified teachers will be offered coaching through the Instructional Facilitators. Local staff development offerings will be available, and teachers of AIG students will be encouraged to participate in these offerings. AIG students will be placed in classrooms with regular education teachers that hold an AIG license whenever possible. The Differentiation Coordinator will

work with appropriate personnel including Human Resources staff and learning team to document the employees earning an AIG add-on license or participating in professional development geared towards gifted learners.

* **Practice G**

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

An AIG Advisory Board will help provide feedback regarding the implementation of the local AIG program. The Differentiation Coordinator will work with a student gifted advisory board to strengthen district areas of focus. Student feedback will be gathered in multiple formats including in person feedback, as well as google forms. Feedback will be solicited during monthly principal's meetings and leadership cabinet meetings as well as through district and school level PLCs. The AIG advisory board will assist in monitoring the AIG program and will provide support and offer suggestions to ensure effective implementation of AIG programming. Data will be collected regularly, both formally and informally, to identify areas of program improvement. Data will include documentation about each standard and practice at the individual school and collective district level to ensure consistency and fidelity of program vision, and to ensure service delivery is equitable and consistent across schools. A survey will be developed that mirrors the LEA self-assessment tool in order to provide information on plan effectiveness and fidelity.

* **Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Utilizing multiple sources of data, the Differentiation Coordinator and Advisory Board will examine data gathered from parents, students, teachers other staff and community members. Data will be discussed regularly with the district learning team, instructional facilitator group and other administrators to guide AIG practices and program improvements. The Differentiation Coordinator will utilize the AIG advisory group to assist in evaluating the effectiveness of the local AIG program and
offering suggestions and practical applications to improve AIG programming. The Differentiation Coordinator will review feedback from parents, students, teachers, other staff, and community members, and analyze data trends and patterns to inform program improvement efforts. In order to establish a clear process to directly review and make changes to the actual plan document, the Differentiation Coordinator will share

notes from the gifted education team and other forms of feedback with the district learning team. The Differentiation Coordinator will determine if changes are needed to the local AIG plan mid-cycle, using Interim Reports and legislative and/or policy updates from NCDPI.

* **Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Montgomery County Schools AIG program will clearly communicate evaluative program information to the public by utilizing the district website as one means of this communication. Furthermore, the AIG Advisory Board will help disseminate this information. Evaluative data will be reported to cabinet. Any necessary deployment plans will be based on data. Data will be shared to a variety of groups including district leadership, AIG Advisory Board, principals, students, teachers and parents. Social media will be utilized when deemed appropriate. Student confidentiality will be protected when releasing any program information.

* **Practice J**

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

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. Once a student is Identified as Gifted, a letter of consent is sent to parents. This letter outlines the area of giftedness and asks for consent to enter the AIG program. The Differentiation Coordinator works with school level Data Managers to look for AIG records in student files on transfer students. The Differentiation Coordinator reviews AIG paperwork and when necessary reaches out to the district to make the appropriate placement decision.

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 the hope that the concerns may be resolved at the individual school level. The following procedures should be followed to resolve any disagreements. Montgomery County Schools' Due Process Procedures regarding Academically /

Intellectually Gifted are as follows:

Step 1: Appeal to the School Level Gifted Identification Team (GIT)
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. 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. 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. 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
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. 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. The Principal shall respond to the concern in writing within 10 school days of the conference.

Step 3: Appeal to the Differentiation Coordinator
The parent/guardian may appeal the decision of the building Principal to the Differentiation Coordinator. This should be done in writing within 10 school days of the decision from the building level Principal. Please submit this appeal to: Differentiation Coordinator Montgomery County Schools PO Box 427 Troy, North Carolina 27371. The Differentiation Coordinator 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. The Differentiation Coordinator shall respond to the concern in writing within 10 school days of the conference.

Step 4: Appeal to the Superintendent
The parent/guardian may appeal the decision of the Differentiation Coordinator to the Superintendent in writing within 10 school days of the decision. Please submit the appeal to: Superintendent Montgomery County Schools

Click here to remove the table and use only the narrative field.

*** Ideas for Strengthening the Standard**

Clearly communicate Practice J and E to all staff at Leadership Academy Week

Planned Sources of Evidence

* AIG Advisory Board Minutes
* Leadership Academy Week Presentation
* Appeal Process Re-defined

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

Montgomery County Schools (620) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	

AIG Related Documents

Montgomery County Schools (620) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Montgomery County Schools (620) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition

The Local AIG Plan glossary is provided in an uploaded document.