Montgomery County Schools

Academically/Intellectually Gifted (AIG)

Information Guide

Learn. Adapt. Teach.

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Montgomery County Schools Academically Intellectually Gifted (AIG) Guide

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Overview

Of

AIG

LOCAL AIG PLAN

2019-2022

Montgomery County School's Local AIG Plan is located on the district website. Click on Departments, then Learning Division, then Academically and Intellectually Gifted. The link to the plan is located on this webpage.

You can also access the plan with the following link:

https://drive.google.com/file/d/1nSCC0KrTIIR4CNsjySuXTMsQ_l4_ekD_/view?usp=sharing

AIG FACT SHEET

MONTGOMERY COUNTY SCHOOLS

STATE DEFINITION OF AIG STUDENTS, ARTICLE 9B (N.C.G.S. § 115C-150.5)

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

- Students may qualify for AIG Nurture Program in grades K-3.
- Students in Grades 4-12 may qualify for AIG in 5 different areas:
  - Intellectually Gifted
  - Academically Gifted
  - Academically and Intellectually Gifted
  - Academically Gifted Math
  - Academically Gifted Reading
- Students are evaluated in the 4th and 8th grade in Montgomery County Schools for formal placement into the program.
- As of September 2019, Montgomery County Schools serves approximately 200 AIG students in Grades 4-12.

AIG ADVISORY BOARD

Montgomery County Schools

The needs of AIG learners are best met when all stakeholders are included in the planning, implementation, and monitoring of services provided. The Differentiation Coordinator recruits parent/family leaders from each segment of the community to serve on an AIG Advisory Board capacity and/or to support gathering input regarding AIG programming. The Differentiation Coordinator works with the schools' administration and AIG teachers/specialist to invite parents of AIG students from across the grade spans. The Differentiation Coordinator also includes student representatives when creating the AIG Advisory Board. Intentional efforts are made to be inclusive of many stakeholder groups and the representation strives to be balanced across the district's diverse population on the Advisory Board. The Differentiation Coordinator provides opportunities for stakeholders at the school level when needed by providing parent forum sessions to gather feedback.

This group meets twice a year, one time each semester.

- Administration
    - Jessalyn Spell-Differentiation Coordinator
    - Carla Miller-Principal *Green Ridge Elementary School*
- Instructional Support
    - Nora Beasley-West Digital Learning Coach
    - Ella Kern-Instructional Facilitator *West Middle School*
- Teachers
    - Pearle Pratt-ELA *Early College*
    - Amanda Henley-Third Grade *Star Elementary School*
    - Terry Maness-Kindergarten *Green Ridge Elementary School*
- Parents/Students
    - If you are interested in serving on the board, please contact Jessalyn Spell, Jessalyn.spell@montgomery.k12.nc.us, Differentiation Coordinator

Qualification

Process

NUTURE STUDENT QUALIFICATION

Grades K-3

The Differentiation Coordinator works with the Director of Elementary Education to create a list of potential K-3 AIG students after the beginning of year diagnostics using the following criteria listed below. Parents will be notified of their student's eligibility through a Parent/ Guardian Consent for Placement letter that will be sent home after Beginning of Year (BOY) testing is completed and data is analyzed. Parents may then choose if they would like their child to participate in the program.

Pathway 1– K-3 AIG Placement

- ⇒ 2 years above grade level expectations in iReady scale scores
- ⇒ Average of 90% or greater on Gifted Portfolio in BOTH Reading and Math

Pathway 2– K-3 AIG Nurture

- ⇒ 1 year above grade level expectations in iReady scale scores
- ⇒ Average of 90% or greater on Gifted Portfolio in BOTH Reading and Math

https://docs.google.com/document/d/1bdx1nVsCsyR3z6aTJAf3VQ_pWDzY5Ue1RRFz1NjTxnw/edit?usp=sharing

MONTGOMERY COUNTY SCHOOLS
Academically/Intellectually Gifted Program (AIG)
Initial Student Eligibility and Placement Record for Nurture K-3

Date: _____/_____/____

Student Name:_____
School:_____ Grade:_____
Date of Birth:_____ Gender:_____ Race:_____
Parent/Guardian Name:_____
Parent/Guardian Phone Number:_____

Current Grade Level Expectations for iReady Reading:_____ +1 Year:_____ +2 Years:_____
Current Grade Level Expectations for iReady Math:_____ +1 Year:_____ +2 Years:_____

Pathway 1- K-3 AIG Placement

- ❑ iReady Reading Scale Score 2 years above grade level expectations
  Scale Score:_____ Date of Test:_____
- ❑ iReady Math Scale Score 2 years above grade level expectations
  Scale Score:_____ Date of Test:_____
- ❑ Gifted Portfolio Average of 90% or greater in Reading **AND** Math
  Reading Portfolio Average: _____ Math EOG Portfolio Average: _____ Grade:_____

Pathway 2- K-3 AIG Nurture

- ❑ iReady Reading Scale Score 1 year above grade level expectations
  Scale Score:_____ Date of Test:_____
- ❑ iReady Math Scale Score 1 year above grade level expectations
  Scale Score:_____ Date of Test:_____
- ❑ Gifted Portfolio Average of 90% or greater in Reading **AND** Math
  Reading Portfolio Average: _____ Math EOG Portfolio Average: _____ Grade:_____

Record of AIG Nurture Placement Decision

- ❑ The student qualifies for AIG Nurture services in Pathway _____
- ❑ The student does not qualify for AIG Nurture services.
- ❑ Although the student does not qualify for AIG Nurture services at this time, the student demonstrates multiple characteristics and should be monitored for further indications of need next year.

Signatures of AIG Placement Team **Position**

_____ _____
_____ _____
_____ _____

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MONTGOMERY COUNTY SCHOOLS
Academically/Intellectually Gifted Program (AIG)
Parent/Guardian Consent for Initial Placement in the Nurture Program

Date: _____/_____/_____

Dear Parent/Guardian of _____,

Your child has been determined to be eligible for the Montgomery County Schools Nurture Program. Your child qualifies for services in the following areas:

_____ K-3 AIG Placement

_____ K-3 AIG Nurture

We need your permission to initially place your student in this program. If you give permission for this placement, you will be contacted by your child's school to fill out a Differentiated Education Plan (DEP) that will guide services to your child. If you have any questions, please contact Differentiation Coordinator Jessalyn Spell at (910) 576-6511.

Parent Consent
Please check and sign YES or NO and return to your child's teacher tomorrow.

___ **YES**, I agree for my child to be formally placed in the Nurture AIG Program in Montgomery County.

Signature:_____ Relationship:_____ Date:_____

___ **NO**, I do not agree for my child to be formally placed in the Nurture AIG Program in Montgomery County.

Signature:_____ Relationship:_____ Date:_____

AIG QUALIFICATION

Grades 4-12

The Differentiation Coordinator works with the Director of Elementary Education and Instructional Facilitators to create a list of 4th grade students whom scored 75% or higher on the Reading or Math EOG at the end of 3rd Grade and 8th graders whom are not already identified who scored 88th percentile or higher on 7th Grade EOG Reading or Math to participate in the CogAT test. Parents will be notified of their student's eligibility for AIG placement through a Parent/Guardian Consent for Placement letter that will be sent home after CogAT testing is completed. On the notification letter, parents may then choose if they would like their child to participate in the program.

Pathway 1– Intellectually Gifted (IG)

- CogAT Composite score equal to or greater than 97%

Pathway 2– Academically and Intellectually Gifted (AI)

MUST HAVE BOTH

- CogAT Composite score equal to or greater than 97%
- EOG Percentile score equal to or greater than 97% in Reading and Math

Pathway 3– Academically Gifted (AG)

- Must meet **<u>one of the two</u>** criteria below:
  - ⇒ CogAT Composite score equal to or greater than 88%
  - ⇒ Average of 90% on Gifted Portfolio in both subject areas

AND

- Must meet **<u>two of the three</u>** criteria below:
  - ⇒ EOG Percentile score equal or greater to 88% in BOTH Reading and Math
  - ⇒ Average of 90% or greater on Gifted Portfolio in BOTH Reading and Math
  - ⇒ Average grade of 90% or greater in BOTH Reading and Math

AIG QUALIFICATION

Grades 4-12

Pathway 4– Academically Gifted in Math (AM)

- Must meet **one of the two** criteria below:
  - ⇒ CogAT Composite score equal to or greater than 88%
  - ⇒ Average of 90% on Gifted Portfolio in Math

AND

- Must meet **three of the four** criteria below:
  - ⇒ EOG Percentile score equal or greater to 88% in Math
  - ⇒ Average of 90% or greater on Gifted Portfolio in Math
  - ⇒ Average grade of 90% or greater in Math
  - ⇒ Slocomb Payne Teacher Perception Inventory Score of 46 or greater

Pathway 5– Academically Gifted in Reading (AR)

- Must meet **one of the two** criteria below:
  - ⇒ CogAT Composite score equal to or greater than 88%
  - ⇒ Average of 90% on Gifted Portfolio in Reading

AND

- Must meet **three of the four** criteria below:
  - ⇒ EOG Percentile score equal or greater to 88% in Reading
  - ⇒ Average of 90% or greater on Gifted Portfolio in Reading
  - ⇒ Average grade of 90% or greater in Reading
  - ⇒ Slocomb Payne Teacher Perception Inventory Score of 46 or greater

https://docs.google.com/document/d/1FxhlTGEZz5AQY7EX7t8FVJkarGoZZ8P07HbhBXdInSU/edit?usp=sharing

Date:

To the Parent/Guardian of _____,

Montgomery County Schools administer the Cognitive Abilities Test (CogAT) to selected 4th graders in order to identify students who may qualify as gifted and talented in the area of general intellect. Your child was selected because they scored in the 75th percentile or higher on their 3rd grade Reading and/or Math End of Grade test. Students are formally identified as gifted and talented in the 4th grade. One requirement for gifted and talented identification is that a student scores in the 88th percentile or above on a norm-referenced test, such as the CogAT. Attached to this letter is a breakdown of the various ways students can qualify for the Academically and Intellectually Gifted (AIG) Program in Montgomery County Schools.

Your child will be taking the CogAT Assessment Online on _____. This test measures general thinking and problem solving skills in three areas that are linked to academic success: Verbal Reasoning, Non-Verbal Reasoning, and Quantitative Reasoning. Questions include skills such as classifying, patterns, and analogies. There is no defined curriculum for the CogAT. It is a timed test, but most students have enough time to attempt every item. Attached to this letter are sample questions you may want to review with your child so they are familiar with the testing format.

Your child's CogAT scores are not part of North Carolina's state testing requirements. You will receive a copy of your child's scores when they are returned this school year and will be notified if your child qualifies for the AIG Program. More information about Montgomery County Schools AIG Program can be found online in the AIG Handbook.

Please do not hesitate to call or email _____ (Instructional Facilitator) at _____ Elementary School if you have any questions. We are confident that your student will do their best and shine as always!

Thank you,

Jessalyn Spell
Differentiation Coordinator
Montgomery County Schools

https://docs.google.com/document/d/1rf-dnWNm6TAjSp1H3pN9x008ce55wSk65K7TAvH_-ys/edit?usp=sharing

Date:

To the Parent/Guardian of _____,

Montgomery County Schools administer the Cognitive Abilities Test (CogAT) to selected 8th graders in order to identify students who may qualify as gifted and talented in the area of general intellect. Your child was selected because they scored in the 88th percentile or higher on their 7th grade Reading and/or Math End of Grade test. Students are formally identified as gifted and talented in the 4th or 8th grade. One requirement for gifted and talented identification is that a student scores in the 88th percentile or above on a norm-referenced test, such as the CogAT. Attached to this letter is a breakdown of the various ways students can qualify for the Academically and Intellectually Gifted (AIG) Program in Montgomery County Schools.

Your child will be taking the CogAT Assessment Online on _____. This test measures general thinking and problem solving skills in three areas that are linked to academic success: Verbal Reasoning, Non-Verbal Reasoning, and Quantitative Reasoning. Questions include skills such as classifying, patterns, and analogies. There is no defined curriculum for the CogAT. It is a timed test, but most students have enough time to attempt every item. Attached to this letter are sample questions you may want to review with your child so they are familiar with the testing format.

Your child's CogAT scores are not part of North Carolina's state testing requirements. You will receive a copy of your child's scores when they are returned this school year and will be notified if your child qualifies for the AIG Program. More information about Montgomery County Schools AIG Program can be found online in the AIG Handbook.

Please do not hesitate to call or email _____ (Instructional Facilitator) at _____ Middle School if you have any questions. We are confident that your student will do their best and shine as always!

Thank you,

Jessalyn Spell
Differentiation Coordinator
Montgomery County Schools

https://docs.google.com/document/d/14lrUoSmDN2CL75NgyeGeQjgEB_24ZGORmIFO9mZ10X0/edit?usp=sharing

MONTGOMERY COUNTY SCHOOLS
Academically/Intellectually Gifted Program (AIG)
Initial Student Eligibility and Placement Record for AIG

Date: _____/_____/____

Student Name:_____
School:_____ Grade:_____
Date of Birth:_____ Gender:_____ Race:_____
Parent/Guardian Name:_____
Parent/Guardian Phone Number:_____

End of Grade (EOG) Percentile Scores-75% or Greater
(must meet at least ONE criteria for CogAT eligibility)

- ❑ Reading EOG Percentile Score _____
- ❑ Math EOG Percentile Score _____

Pathway 1- Intellectually Gifted (IG)

- ❑ CogAT Composite Score 97% or greater
  Percentile Score:_____ Date of Test:_____

Pathway 2- Academically and Intellectually Gifted (AI)

- ❑ CogAT Composite Score 97% or greater
  Percentile Score:_____ Date of Test:_____
- ❑ EOG Percentile score 97% or greater in Reading **AND** Math
  Reading EOG Percentile Score: _____ Math EOG Percentile Score: _____ Grade:_____

Pathway 3- Academically Gifted (AG)

Must meet one of the two criteria below:

- ❑ CogAT Composite Score 88% or greater
  Percentile Score:_____ Date of Test:_____
- ❑ Gifted Portfolio Average of 90% or greater in Reading **AND** Math
  Reading Portfolio Average: _____ Math EOG Portfolio Average: _____ Grade:_____

Must meet two of the three criteria below:

- ❑ EOG Percentile score 88% or greater in Reading **AND** Math
  Reading EOG Percentile Score: _____ Math EOG Percentile Score: _____ Grade:_____
- ❑ Gifted Portfolio Average of 90% or greater in Reading **AND** Math
  Reading Portfolio Average: _____ Math EOG Portfolio Average: _____ Grade:_____
- ❑ EOY Report Card Average of 90% or greater in Reading **AND** Math
  Reading Report Card Average: _____ Math Report Card Average: _____ Grade:_____

Pathway 4- Academically Gifted in Math (AM)

Must meet one of the two criteria below:

- ❑ CogAT Composite Score 88% or greater
  Percentile Score:_____ Date of Test:_____
- ❑ Gifted Portfolio Average of 90% or greater in Math
  Math EOG Portfolio Average: _____ Grade:_____

Must meet three of the four criteria below:

- ❑ EOG Percentile score 88% or greater in Math
  Math EOG Percentile Score: _____ Grade:_____
- ❑ Gifted Portfolio Average of 90% or greater in Math
  Math EOG Portfolio Average: _____ Grade:_____
- ❑ EOY Report Card Average of 90% or greater in Math
  Math Report Card Average: _____ Grade:_____
- ❑ Slocomb Payne Teacher Perception Inventory score 46 or greater
  Score_____ Date Completed_____

Pathway 3- Academically Gifted in Reading (AR)

Must meet one of the two criteria below:

- ❑ CogAT Composite Score 88% or greater
  Percentile Score:_____ Date of Test:_____
- ❑ Gifted Portfolio Average of 90% or greater in Reading
  Reading Portfolio Average: _____ Grade:_____

Must meet three of the four criteria below:

- ❑ EOG Percentile score 88% or greater in Reading
  Reading EOG Percentile Score: _____ Grade:_____
- ❑ Gifted Portfolio Average of 90% or greater in Reading
  Reading Portfolio Average: _____ Grade:_____
- ❑ EOY Report Card Average of 90% or greater in Reading
  Reading Report Card Average: _____ Grade:_____
- ❑ Slocomb Payne Teacher Perception Inventory score 46 or greater
  Score_____ Date Completed_____

Record of AIG Placement Decision

- ❑ The student qualifies for AIG services in Pathway _____
- ❑ The student does not qualify for AIG services.
- ❑ Although the student does not qualify for AIG services at this time, the student demonstrates multiple characteristics and should be monitored for further indications of need next year.

Signatures of AIG Placement Team **Position**

_____ _____

_____ _____

_____ _____

_____ _____

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MONTGOMERY COUNTY SCHOOLS
Academically/Intellectually Gifted Program (AIG)
Parent/Guardian Consent for Initial Placement in the AIG Program

Date: _____/_____/_____

Dear Parent/Guardian of _____,

Your child has been determined to be eligible for the Montgomery County Schools Academically Intellectually Gifted (AIG) Program. Your child qualifies for services in the following areas:

_____ Intellectually Gifted (IG)

_____ Academically Gifted (AG)

_____ Academically and Intellectually Gifted (AI)

_____ Academically Gifted in Math (AM)

_____ Academically Gifted in Reading (AR)

We need your permission to initially place your student in this program. If you give permission for this placement, you will be contacted by your child's school to fill out a Differentiated Education Plan (DEP) that will guide services to your child. If you have any questions, please contact Differentiation Coordinator Jessalyn Spell at (910) 576-6511.

Parent Consent
Please check and sign YES or NO and return to your child's teacher tomorrow.

_____ **YES**, I agree for my child to be formally placed in the AIG Program in Montgomery County.

Signature:_____ Relationship:_____ Date:_____

_____ **NO**, I do not agree for my child to be formally placed in the AIG Program in Montgomery County.

Signature:_____ Relationship:_____ Date:_____

Slocomb and Payne Teacher Perception Inventory

https://drive.google.com/open?id=1nZoRkAC6VDwYSj13bKTtTG23_GBNGvcW

What follows is a chart developed by Paul Slocumb and me from the book *Removing the Mask: How to Identify and Develop Giftedness in Students from Poverty* (2000, revised 2011). The chart can be used to identify students who are gifted. Please note that a student can be a 4 on either the positive or the negative side. It is still giftedness.

Slocumb-Payne Teacher Perception Inventory:
A Scale for Rating Superior Students from Diverse Backgrounds
Developed by Paul D. Slocumb, Ed.D., and Ruby K. Payne, Ph.D.
© 2000, aha! Process, Inc.

Student's name _____ Date _____
School _____ Grade _____ Age _____
Teacher/person completing this form _____
How long have you known this student? _____ years _____ months

Directions: This scale is designed to obtain a teacher's perception of a student's characteristics as a potentially gifted/talented student. This is not a recommendation form; it is a perception of a student within the context of a classroom or school. Since each classroom is as unique as the teacher conducting that classroom, one teacher's perception of a student may vary considerably from that of another.

The items are derived from the research literature dealing with characteristics of gifted and creative persons. A considerable number of individual differences can be found within any student population; therefore, the profiles are likely to vary a great deal. There is no right answer to any question.

Each descriptor item in each row should be read from the left and from the right, and then circle the applicable number that best describes your perception of the student as he/she relates to that descriptor. **You are to circle only one number in each row.** Each descriptor is designed to be "two sides of same coin." Persons completing this instrument may find it helpful to first read the descriptor on the left, then the one on the right, and then place a check mark beside the descriptor that best aligns with your perception of the student under consideration. Then, using that descriptor, circle the number that most closely describes your perception of the student in relation to the descriptor.

One descriptor item per row (either the one on the left or the right) is to be rated as follows:

1 = Seldom or never
2 = Occasionally
3 = Frequently
4 = Almost always

Perception of attributes	Seldom or never	Occasionally	Frequently	Almost always	Almost always	Frequently	Occasionally	Seldom or never	Perception of attributes
1. Curious about information; inquisitive; doesn't accept information at first glance; questions and pushes for more information	1	2	3	4	4	3	2	1	1. Obnoxious with questions; likes to "stump" people with hard questions; enjoys questions with "shock value"; questions authority; unwilling to follow rules
2. Stubborn; avoids tending to other things that need to be done just because he/she is not through with his/her priority	1	2	3	4	4	3	2	1	2. Sticks to task; gets job done; doesn't give up easily even when things are difficult
3. Finds it hard to wait for others; unwilling to do detail work; shows reluctance to do some assignments because he/she already "knows" content or skill	1	2	3	4	4	3	2	1	3. Learns at faster rate than his/her peer group; absorbs more with less practice; able to accelerate his/her learning; displays eagerness to do work
4. Understands subtleties of language in his/her primary language; uses language in powerful way; displays unique sense of humor; able to use language to build personal relationships	1	2	3	4	4	3	2	1	4. "Smart mouth"; master at put-downs of others; uses humor in destructive manner; unable to relate to peers because his/her sense of humor isn't as sophisticated; class clown
5. Thirsts for knowledge; seeks answers to questions; motivated to do research to find answers to questions; likes rhetorical questions; curious about ideas	1	2	3	4	4	3	2	1	5. Shows little interest in what is to be learned; wants to pursue only those things that spark his/her curiosity; is more curious about people than events
6. Has difficulty completing tasks; unaware of deadlines; oblivious to those around him/her; very focused on and committed to his/her priorities	1	2	3	4	4	3	2	1	6. Commits to long-range projects and tasks; focused; goal-oriented; strives to meet high standards

Perception of attributes	Seldom or never	Occasionally	Frequently	Almost always	Almost always	Frequently	Occasionally	Seldom or never	Perception of attributes
7. Loves ambiguity and dislikes being given specific directions and/or parameters; unable to be specific with other people who need specific direction; comes across as highly creative/inventive	1	2	3	4	4	3	2	1	7. Able and willing to ascertain and solve problems; does not need specific directions; may set own goals that surpass teacher's expectations
8. Deeply interested in many things; is good at many things; loves to learn new things	1	2	3	4	4	3	2	1	8. Unable to make decisions—or makes decisions quickly without regard for consequences; may hop from one thing to another without experiencing closure in anything; appears random
9. Develops high standards and expectations of self; self-starter who needs little supervision; has self-control	1	2	3	4	4	3	2	1	9. Perfectionist; nothing is ever good enough; can't finish something because it still isn't correct; may display low self-image about academic performance
10. Has trouble listening while others talk; interrupts others to point of rudeness; talks at inappropriate times; may be reluctant to write; very expressive in casual register	1	2	3	4	4	3	2	1	10. Excellent facility with language; can elaborate on thoughts and ideas; uses formal register when communicating with others
11. Highly developed social conscience; concern for social issues and problems; awareness of global issues; has internal locus of control	1	2	3	4	4	3	2	1	11. Overconcern for social problems and issues to extent that depression results; doomsday view of life; overwhelmed with despair in world/community; sees self as victim
12. Able to comprehend complex ideas and thoughts; able to learn advanced and more complex content	1	2	3	4	4	3	2	1	12. Out of touch with reality, day-to-day routines; bored by simpler things in life; unwilling or unable to abide by basic requirements and/or rules

Perception of attributes	Seldom or never	Occasionally	Frequently	Almost always	Almost always	Frequently	Occasionally	Seldom or never	Perception of attributes
13. Unwilling to learn facts to support generalizations; can be great "talker" but is unable to produce because work lacks substance	1	2	3	4	4	3	2	1	13. Sees patterns in things; can transfer learning to new situations; sees big picture; discovers new information; supports generalizations with facts/details
14. Makes connections; sees relationships between/among diverse ideas and events	1	2	3	4	4	3	2	1	14. Difficult to stay focused because of random thoughts/ideas; highly creative but perceived as "weird" by peers
15. Shows clever, unique responses to questions and problems; often responds with humor or offers "silly" response to questions	1	2	3	4	4	3	2	1	15. Generates large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses
16. Appreciates color; likes to doodle and draw; has affinity for graffiti	1	2	3	4	4	3	2	1	16. Sensitive to beauty; tunes in to aesthetic characteristics of things
17. Uninhibited in expressions of opinion; sometimes radical and spirited in disagreement; tenacious	1	2	3	4	4	3	2	1	17. Uninhibited in expressions of opinion; sometimes appears radical and disagreeable; may show anger when disagreeing with others
18. High risk-taker in academic endeavors; is adventurous and speculative in his/her thinking	1	2	3	4	4	3	2	1	18. Risk-taker; dares to break rules and then challenges authority when caught; unafraid to challenge others
19. Criticizes openly; unwilling to accept authoritarian rules and procedures; orally and openly condemns them; may irritate others	1	2	3	4	4	3	2	1	19. Criticizes constructively in socially acceptable manner; unwilling to accept authoritarian pronouncements without critical examinations
Add each column; enter totals here									
Sum total of all Seven columns									

Differentiation

Services

DIFFERENTIATED EDUCATION PLAN

Elementary School K-5

Grades K-2

- 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-base d 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 math
- Differentiated instruction through a variety of means, such as compacting, STEM activities, independent study, project and problem-base d learning, and choice boards
- Content enrichment, extensions, and acceleration in math during designated enrichment block
- Grades 4-5 participate in a District Math Tournament each spring

Advanced Math Offerings-

- All students who score a level 5 on the End of Grade (EOG) 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 (DEP).

DIFFERENTIATED EDUCATION PLAN

Elementary School K-5

Grades 4-5

- Students in Grades 4-5 will complete a Differentiated Education Plan (DEP) Project yearly that will be shared at the DEP Night in the spring.
- Students will select a project topic of their choosing on their DEP, which is signed by the Parent/Guardian, teacher, and Differentiation Coordinator.
- Students will be provided with a guide to help facilitate the student's project completion.

DEP Project Guide:

Grades 4-5 students will be provided a DEP Project Guide by their teacher. This guide will include important timing and pacing information for completion of the project in time for the DEP Project Presentation Night held each Spring.

DIFFERENTIATED EDUCATION PLAN

Middle School 6-8

Grades 6-8

- 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-base d learning, and choice boards
- Content enrichment, extensions, and acceleration in math during designated enrichment block
- 6th Grade Math is taught with compacted 7th grade standards
- 7th Grade Math is taught with compacted 8th grade standards
- Math I is taught in 8th Grade, with compacted content is the previous grades
- 6th Grade Math Tournament each spring

Advanced Math Offerings-

- All students who score a level 5 on the End of Grade (EOG) 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 (DEP).

DIFFERENTIATED EDUCATION PLAN

High School 9-12

Grades 9-12

- Self-selection of Advanced and Honors math courses, as listed in the Montgomery County School's High School Registration Guide
- Credit by Demonstrated Mastery (CDM)
- 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 through North Carolina Virtual Public Schools and the North Carolina School of Science and Math
- Students need to be focused on the CTE CCP courses to open the Associate level math options as soon as possible

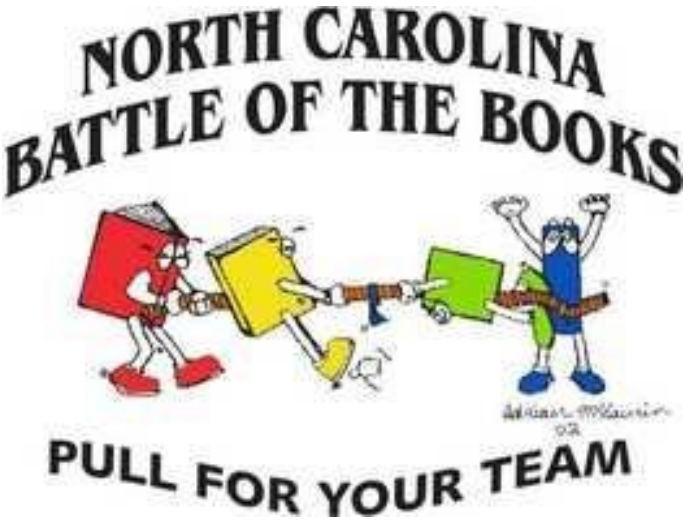
Advanced Math Offerings-

- All students who score 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 I is not considered an advanced math course.

Events and Opportunities

BATTLE OF THE BOOKS

Montgomery County Schools AIG Program



The purpose of the Battle of the Books program is to encourage reading by all students. Students, are exposed to quality literature representing a variety of literary styles and viewpoints by prominent authors in the area of young adult literature. The game format creates interest and excitement in reading. Through the fun and excitement of the competition, students improve reading skills, mature in their choices of reading materials, and acquire a broader knowledge base. Even during the height of the competition, students and coaches should remember that the goal is to READ, not necessarily to win!

https://ncslma.wildapricot.org/EBOB/

SPELLING BEE

Montgomery County Schools AIG Program

For nearly 80 years, approximately three-dozen students from Northwest North Carolina compete in the Winston-Salem Journal Regional Spelling Bee. The students earn the right to compete in the Winston-Salem Journal Regional Spelling Bee by winning their county or district bees. The winner of the Winston-Salem Journal Regional Spelling Bee receives an all-expenses-paid trip to Washington, D.C. to compete against champion spellers from across the country in the Scripps National Spelling Bee. The Winston-Salem Journal is proud to sponsor Journal Regional Spelling Bee for the past 78 years.



https://www.journalnow.com/spellingbee/

SCIENCE FAIR

Montgomery County Schools AIG Program



Science Fairs provide an opportunity for students, 3rd through 12th grades, who are interested in science and technology to pursue their personal areas of interest and to display their research as a presentation in a public competitive forum. The NC Science and Engineering Fair works to create enthusiasm in science and technology while encouraging project-based inquiry.

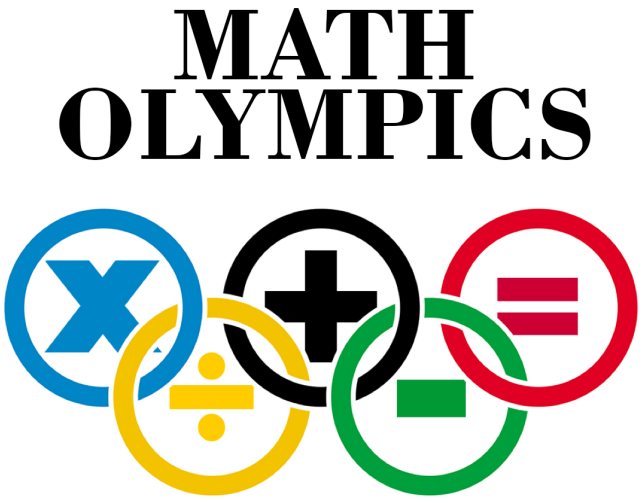
http://www.ncsciencefair.org/

https://www.uncp.edu/departments/chemistry-physics/north-carolina-region-4-science-engineering-fair

MATH COMPETITION

Montgomery County Schools AIG Program

Information Coming Soon!



https://kcawarriors.com/wp-content/uploads/2018/02/math-olympics.png

DUKE TIP PROGRAM

Montgomery County Schools AIG Program



The Duke University Talent Identification Program is a nonprofit organization that supports academically talented students in grades four through twelve. We offer above-grade-level testing, enrichment resources, year-round learning options, residential summer programs, online courses, and original research to supplement what students receive in school.

https://tip.duke.edu/

GOVERNOR'S SCHOOL

Montgomery County Schools AIG Program

The Governor's School of North Carolina is a 5½-week summer residential program for gifted and talented high school students, integrating academic disciplines, the arts, and unique courses on each of two campuses. The curriculum focuses on the exploration of the most recent ideas and concepts in each discipline, and it does not involve credit, tests, or grades. Students are selected to attend through a competitive process after being nominated by their public school unit or non-public school.

http://www.ncgovschool.org/

For more information contact:

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