

Mission/Vision Statement and Funding

Mount Airy City Schools (862) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Mount Airy City Schools Vision: We will graduate all students to lead, innovate and serve

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 104,849.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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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, including universal screening, for every student to show their strengths and talents.

Mount Airy City Schools AIG Identification Process

Mount Airy City Schools will implement a Comprehensive Student Profile to identify students based on multiple criteria that reflect their unique needs for personalized learning.

- Teachers will use the AIG Referral Teacher Rating Scale as an initial tool to assess students for potential enrichment.
- School counselors will review transfer student records within the first month of enrollment to place students on an identification watchlist as they transition into the district.

This process will:

- Serve as the first piece of evidence in a student's comprehensive portfolio.
- Be stored in Branching Minds, the district's learning management system, for equitable access by all teachers.
- Include varied evidence of student learning, abilities, and potential, collected by teachers to develop a comprehensive student profile.
- Enable district and school teams to make informed identification decisions for students needing additional gifted services.

Evidence for Developing a Comprehensive Student Profile

K-2nd Grade:

- mClass DIBELS composite score
- Kindergarten Entry Assessment
- Above grade-level work samples
- Anecdotal records from teachers (e.g., signs of excitability)
- Anecdotal Records Template (provided as an exemplar for documentation)
- Formative and summative teacher-made assessments
- WIDA for English Learners (ELs)

3rd-5th Grade:

- mClass DIBELS composite score
- CogAt (administered in Spring of 2nd grade to inform 3rd-grade placement)
- Reading levels
- Beginning-of-Grade (BOG) assessments

- End-of-Grade (EOG) assessments
- Math levels
- Above grade-level work samples
- Anecdotal records from teachers (e.g., signs of excitability)
- Anecdotal Records Template (provided as an exemplar for documentation)
- Other assessments (Imagine Math*)
- Formative and summative teacher-made assessments
- NC Check-ins
- WIDA for ELs
- Classroom leadership (Student Lighthouse, Service Learning)

6th-8th Grade:

- Writing and reasoning assessments (e.g., NWEA-MAP)
- CogAt (as needed for individual students)
- Reading levels
- BOG assessments
- EOG assessments
- Math levels
- Above grade-level work samples
- Anecdotal records from teachers (e.g., signs of excitability)
- Anecdotal Records Template (provided as an exemplar for documentation)
- NC Check-ins
- WIDA for ELs

9th-12th Grade:

- EOG/EOC assessments
- Above grade-level work samples
- Anecdotal records from teachers (e.g., signs of excitability)
- Anecdotal Records Template (provided as an exemplar for documentation)
- WIDA for ELs
- PSAT, PreACT, SAT, ACT, or equivalent assessments.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.

To identify students as AIG, specific criteria must be met depending on the grade level and the area of giftedness (Reading, Math, or both). These criteria are evaluated through a series of assessments and input from teachers, parents, and historical academic data.

Kindergarten through 3rd Grade

Students in this age group must meet **ALL** quantitative measures with supporting qualitative data to be considered for placement in AIG programs. The assessment process includes:

- mClass assessments
- CogAT (Cognitive Abilities Test) in the 2nd grade,
- Teacher Input Survey, which collects information about the student's performance from teachers,
- Kaufman Assessment Battery for Children (2nd Edition Normative Update), a test that evaluates cognitive ability,
- Math-based assessment for evaluating math skills,
- Performance Tasks/Work Samples, which include examples of the student's work to assess their academic capabilities.

4th and 5th Grades

Students in 4th and 5th grades must meet 3 out of 5 quantitative measures with supporting qualitative evidence to be considered for the program (SEE CUT SCORES BELOW):

- Teacher Input Survey,
- EOG/EOC (End of Grade/End of Course) assessments to measure proficiency in state standardized tests,
- CogAT (3rd grade) for cognitive ability,
- Historical Grades to review previous academic performance,
- Kaufman Assessment Battery for Children (2nd Edition Normative Update) for cognitive ability (IF NEEDED),
- Work Samples to assess actual student work,
- mClass assessments
- Checkin Data, which compares the student's academic progress with grade-level expectations.

6th to 8th Grades

Students in grades 6-8 must meet 3 out of 5 quantitative measures with supporting qualitative evidence to be considered for the program (SEE CUT SCORES BELOW):

- Grades (Historical),
- mClass (6th grade ONLY)
- Teacher Input Survey,
- EOG/EOC assessments,
- Kaufman Assessment Battery for Children (2nd Edition Normative Update) IF NECESSARY

- Work Samples,
- Checkin Data.

9th to 12th Grades

High school students must also meet 3 out of 5 quantitative measures with supporting qualitative evidence for AIG placement. The criteria are slightly adjusted for older students (SEE CUT SCORES BELOW):

- Historical Data Review of academic performance,
- Teacher Input Survey,
- EOG/EOC assessments,
- Grades (Historical),
- PSAT, SAT, or ACT scores for high school students (especially relevant for determining college readiness and eligibility for College Credit Plus programs),
- Work Samples,
- Transcript to examine the student's academic record over time,
- Checkin Data to track ongoing academic progress.

Eligibility Cut Scores

- mClass (k-3 only): The student should **consistently fall within the blue range over a sustained period of time.**
- CogAT (k-5): Students must score in the **90th percentile or higher.**
- Teacher Input Survey: Students should demonstrate **at least 15 out of 20 level 4 responses.**
- Kaufman Assessment Batter: A score of **90% or higher** is recommended.
- Math-Based Assessment: **K-2: 90th percentile in math component of CogAT; 3-12: 85th percentile or above, achieving a high level 4 90th percentile in math component of CogAT**
- Performance Tasks/Work Samples: Qualitative data gathered from these tasks is important in assessing overall academic abilities.
- Historical Data: Review of past academic records can provide insights into consistent achievement.
- EOG/EOC: Students should score at the **85th percentile or above, achieving a high level 4.**
- Grades (Historical): Students must have earned **superior grades (90-100)** over a sustained period of time in either reading or math to show high academic achievement.

- PSAT/SAT/ACT: Students aiming for higher education opportunities should meet the minimum scores to be considered **College & Career Ready**.
- Checkin Data: Data comparing a student's achievement to grade-level performance ensures they are performing **consistently above average**.

This systematic approach ensures that gifted students, whether they excel in reading, math, or both, receive the appropriate support and enrichment they need. Each criterion helps form a complete picture of the student's capabilities, helping to identify those who would benefit most from specialized instruction and a challenging academic environment.

Additional Factors to Consider
BOG
Other assessments (Imagine Math*)
Formative and summative teacher made assessments
WIDA for MLs (sub-sections)
Classroom leadership (Student Lighthouse; Service learning)

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted

K-2	<p>* MUST MEET ALL QUANTITATIVE CRITERIA mClass: Consistently blue CogAT (2nd Grade): 90% Teacher Input Survey: 15 of 20 Level 4 Responses Kaufman Assessment Battery Children 2nd Edition (K-1): 90% Qualitative Data: Performance Tasks/Work Samples</p>	<p>* MUST MEET ALL QUANTITATIVE CRITERIA CogAT (2nd Grade): 90% on math component Teacher Input Survey: 15 of 20 Level 4 Responses Kaufman Assessment Battery Children 2nd Edition (K-1): 90% Qualitative Data: Performance Tasks/Work Samples</p>	<p>* MUST MEET ALL QUANTITATIVE CRITERIA mClass: Consistently blue CogAT (2nd Grade): 90% in reading and math component Teacher Input Survey: 15 of 20 Level 4 Responses Kaufman Assessment Battery Children 2nd Edition (K-1): 90% Qualitative Data: Performance Tasks/Work Samples</p>	<p>* CogAT (2nd Grade): 90% in reading and math component - or- Kaufman Assessment Battery Children 2nd Edition (K-1): 90%</p>	<p>* CogAT (2nd Grade): 90% in reading and math component - or- Kaufman Assessment Battery Children 2nd Edition (K-1): 90%</p>
3-5	<p>* MUST MEET 3 OUT OF 5 QUANTITATIVE CRITERIA - mClass: Consistently blue - CogAT (2nd Grade): 90% - Teacher Input Survey: 15 of 20 Level 4 Responses - Kaufman Assessment Battery Children 2nd Edition (if needed): 90% - Qualitative Data: Performance Tasks/Work Samples - EOG Data: 85% or higher - Historical Grades: All A's - Checkin Data (Anecdotal Data): Consistently higher than the avg of their peers over a sustained period of time.</p>	<p>* MUST MEET 3 OUT OF 5 QUANTITATIVE CRITERIA - CogAT: 90% on math component - Teacher Input Survey: 15 of 20 Level 4 Responses - Kaufman Assessment Battery Children 2nd Edition (if needed): 90% on math component - Qualitative Data: Performance Tasks/Work Samples - EOG Data: 85% or higher - Historical Grades: All A's - Checkin Data (Anecdotal Data): Consistently higher than the avg of their peers over a sustained period of time.</p>	<p>* MUST MEET 3 OUT OF 5 QUANTITATIVE CRITERIA FOR BOTH READING AND MATH - CogAT: 90% on math and reading components - Teacher Input Survey: 15 of 20 Level 4 Responses - Kaufman Assessment Battery Children 2nd Edition (if needed): 90% on math and reading component - Qualitative Data: Performance Tasks/Work Samples - EOG Data: 85% or higher - Historical Grades: All A's - Checkin Data (Anecdotal Data): Consistently higher than the avg of their peers over a sustained period of time.</p>	<p>* - CogAT: 90% composite - or- Kaufman Assessment Battery Children 2nd Edition: 90%</p>	<p>* - CogAT: 90% composite - or- Kaufman Assessment Battery Children 2nd Edition: 90%</p>
6-8	<p>* MUST MEET 3 OUT OF 5 QUANTITATIVE CRITERIA - mClass: Consistently blue (6th grade ONLY) - Teacher Input Survey: 15 of 20 Level 4 Responses - Kaufman Assessment Battery Children 2nd Edition: 90% - Qualitative Data: Performance Tasks/Work Samples - EOG Data: 85% or higher - Historical Grades: All A's - Checkin Data (Anecdotal Data): Consistently higher than the avg of their peers over a sustained period of time.</p>	<p>* MUST MEET 3 OUT OF 5 QUANTITATIVE CRITERIA Grades Teacher Input Survey EOG/EOC Kaufman Assessment Battery Children 2nd Edition Normative Update (If needed) Work Samples Checkin Data</p>	<p>* MUST MEET 3 OUT OF 5 QUANTITATIVE CRITERIA Grades Teacher Input Survey EOG/EOC Kaufman Assessment Battery Children 2nd Edition Normative Update (If needed) Work Samples Checkin Data</p>	<p>* Kaufman Assessment Battery Children 2nd Edition 90%</p>	<p>* Kaufman Assessment Battery Children 2nd Edition 90%</p>

9-12	<p>* MUST MEET 3 OUT OF 5 QUANTITATIVE CRITERIA - Teacher Input Survey: 15 of 20 Level 4 Responses - Kaufman Assessment Battery Children 2nd Edition: 90% - Qualitative Data: Performance Tasks/Work Samples - EOG/EOC Data: 85% or higher - Historical Grades: All A's - Checkin Data (Anecdotal Data): Scores consistently higher than the avg of their peers over a sustained period of time. - ACT (CCP Cut-offs): College & Career Ready</p>	<p>* MUST MEET 3 OUT OF 5 QUANTITATIVE CRITERIA Historical Data Review Teacher Input Survey EOG/EOC Grades (Historical) PSAT, SAT or ACT (CCP Cut-offs) Work Samples Transcript Checkin Data</p>	<p>* MUST MEET 3 OUT OF 5 QUANTITATIVE CRITERIA Historical Data Review Teacher Input Survey EOG/EOC Grades (Historical) PSAT, SAT or ACT (CCP Cut-offs) Work Samples Transcript Checkin Data</p>	<p>* Kaufman Assessment Battery Children 2nd Edition 90%</p>
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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, multilingual learners, highly gifted, and twice-exceptional.

Mount Airy City Schools plans to ensure our AIG program is fair to under-represented groups (e.g., diverse, low-income, multilingual, highly gifted, and twice-exceptional students) by committing to the following:

- 1. Use Diverse, Fair Screening:** Employ multiple, culturally fair assessment tools and ensure they're accessible to multilingual learners.
- 2. Inclusive Referrals:** Encourage referrals from various sources (teachers, parents, community), and train educators to recognize gifted traits in all students.
- 3. Holistic Identification:** Use a variety of data (test scores, teacher input, creativity) and adjust criteria for students with unique needs.
- 4. Tailored Support:** Provide personalized learning experiences and mentorship to meet students' individual needs.
- 5. Engage Families:** Involve families in the process with clear communication and cultural sensitivity.
- 6. Monitor Equity:** Regularly track and adjust participation to ensure all groups are represented and gather feedback for improvement.

Percent Ethnicity Identified as AIG							
	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	5.57%

Male	---	---	---	---	---	---	---	7.49%
Total	---	---	---	---	---	---	---	6.56%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.
AIG Identification & Referral Process

The district will administer the CogAt as a universal screener for all 2nd-grade students each spring. To accommodate students who develop gifted characteristics at different rates, the CogAt will also be offered on an as-needed basis for further assessment. This ensures that students who transfer into the district after the 2nd-grade screening window have the opportunity for AIG identification.

Referral Process for AIG Identification

Referrals for AIG identification can be made at any time by the following stakeholders:

- Parents/Guardians:
 - If a parent believes their child needs additional services or shows signs of giftedness, they may submit a referral.
 - The referral should be made to the child's teacher, who will collaborate with the school's AIG representative to initiate the identification process.
 - The identification criteria remain the same, with the parent referral serving as an additional component in the Comprehensive Student Profile.
- Teachers:
 - Teachers may refer students for AIG identification based on their observations and collected data within the Comprehensive Student Profile.
 - This referral can be made at any time during the school year.
 - The student profile will be used to formally present the student's needs to the school's AIG representative, ensuring advocacy for the child.
- MACS AIG District Team:
 - New student enrollments will be reviewed within the first month of school or within the first month of enrollment for students who transfer later in the year.
 - The district AIG team will assess whether these students should be placed on the identification watchlist or need services based on AIG status from their previous school or district.

*** Practice E**

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

AIG Communication Plan – Mount Airy City Schools

Website & Public Information

- The AIG Plan will be published on the district website under Teaching and Learning.
- A dedicated AIG section will be accessible from the department's homepage.
- Infographics will be included to clearly explain the AIG identification process to stakeholders.

Communication with Stakeholders

School Personnel – Annual Professional Development

- Training will ensure teachers and administrators:
 - Know where to access AIG resources (e.g., Comprehensive Student Profile forms) in Branching Minds.
 - Understand the AIG identification process and how to build Comprehensive Student Profiles.
 - Receive MTSS training to better differentiate instruction for student needs.
 - Engage in AIG professional development through:
 - PLC meetings
 - Staff meetings
 - District-wide events (e.g., STEAM Institute).

Parents & Families – Annual Information Sessions

- Each school will hold Family Education and Information Sessions annually by the end of the 1st quarter to share AIG information.
- Differentiated Education Plans (DEP) must be completed by the end of the 1st quarter and discussed during these sessions.
- Parents can schedule individual conferences to discuss their child's DEP if needed.

BHT (K-2) Parent/Family Meeting Focus

- Explain the AIG identification process and student profile development.
- Provide information about the nurturing program and enrichment opportunities available before official AIG identification.
- Educators include all school staff supporting student learning, not just the assigned classroom teacher.
- Flexible grouping allows students to learn with different teachers based on their needs.
- Students may receive:
 - Interventions to master skills.
 - Enrichment for advanced learning in specific subjects or units.
- No formal academic identification (EC or AIG) is assigned based on flexible grouping.
- Parent reassurance: If a child mentions working with different teachers, it reflects their learning needs being met.
- Parents are encouraged to contact the classroom teacher with any questions or concerns.

* Practice F

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Comprehensive Student Profile – AIG Process

Purpose & Implementation

- Teachers will develop a Comprehensive Student Profile for students exhibiting signs of giftedness at any grade level.
- The profile will serve as evidence to support differentiation, ensuring students receive appropriate services.

Storage & Accessibility

- Housed in Branching Minds with anecdotal records stored under Supporting Documents, curated by classroom teachers.
- Ensures district-wide consistency in tracking AIG information across grades and schools.
- AIG Teacher (Jones) will meet with grade-level teachers within the first two weeks of the school year to review identified students.
- AIG Rosters for Mount Airy Middle School (MAMS) and Mount Airy High School (MAHS) will be shared with teachers and curriculum facilitators within the first two weeks of each semester.
- Profiles will be shared with parents/families during:
 - Parent-teacher conferences
 - IEP meetings
 - AIG information nights
- After AIG identification, the Differentiated Education Plan (DEP) will be stored in Branching Minds.

Components of the Comprehensive Student Profile

1. AIG 1 – Anecdotal Records Template
2. AIG 2 – Assessment Data Sheet
3. AIG 3 – Student Placement Record
4. AIG 4 – Differentiated Education Plan (DEP) – Current & Historical Copies
5. AIG 5 – Revision of Services

* Practice G

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The AIG representative in each school develops a comprehensive DEP at the beginning of each year. DEP's are then sent home for parent review. AIG reps set up face to face meetings for any parent that has questions or concerns.

* Ideas for Strengthening the Standard

With the implementation of the Comprehensive Student Profile, educators will take a holistic approach to identifying giftedness by documenting students' strengths and needs across multiple points, rather than relying solely on summative assessments like EOGs and reading levels.

Most importantly, this process will provide multiple entry points for gifted services, recognizing that students develop at different rates and may demonstrate their need for differentiation at various grade levels. It is our responsibility to continuously look for signs of giftedness and advocate for our students. To ensure consistency, watch lists will be shared between schools, preventing any student under consideration for gifted identification from being overlooked.

Planned Sources of Evidence

* MACS DEP

* MACS Identification Matrix

* MACS Anecdotal Form

Documents


Type

Document Template

Document/Link

AIG Standard 1 Additional Resources

N/A

 [MACS ID Matrix](#)

 [MACS Anecdotal](#)

Standard 2: Comprehensive Programming within a Total School Community

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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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Kindergarten - 2nd Grade (BH Tharrington Primary):

Pull out services may include the following:

Inquiry-based learning with problem/project-based case

Differentiated assignments within the regular education classroom, designed by the classroom teacher

Opportunities for differentiation may include the following: Guided reading groups and flex groups (all content areas) Across grade level work with inquiry-based learning (problem/project-based learning cases) that may be strengthened with STEAM teacher experiences

3rd - 5th Grade (Jones Intermediate School):

AIG students are served in the regular classroom teacher under the guidance of an AIG certified staff member. Additional opportunities for growth and enrichment are as follows:

Math Fair

Recipe Fair

Figurative Language Fair

Differentiated assignments within the regular education classroom, designed by the classroom teacher opportunities for differentiation may include the following: Guided reading groups and flex groups (all content areas) Across grade level work with inquiry-based learning

Advanced-level novel studies

Enrichment through hands-on STEAM learning experiences

Engagement in a variety of clubs including academic-based club activities at the school that have some opportunities for academic competitions (i.e., Battle of the Books)

6th - 8th Grade (Mount Airy Middle School):

Advanced Math, English, Science, and History coursework

Advanced coursework through North Carolina Virtual Public School (NCVPS)

Advanced coursework provided by streaming into the high school This ensures the district is meeting House Bill 986- Enrollment in Advanced Math Courses (AS NEEDED BASIS)


Differentiated assignments within the regular education classroom, designed by the classroom teacher

Opportunities for differentiation may include the following: Guided reading groups and flex groups (all content areas) Across grade level work with inquiry-

based learning Engagement in academic-based club activities at the school, including academic competitions available through NC Association for Scholastic Activities (NCASA)

9th - 12th Grade (Mount Airy High School):

Advanced math coursework (Honors, AP) provided by Mount Airy High School highly qualified teachers. This ensures the district is meeting House Bill 986-Enrollment in Advanced Math Courses
Advanced math coursework provided by external service providers: North Carolina Virtual Public School (NCVPS), Surry Community College (SCC) College-level coursework for credit will be made available through Career and College Promise programming
Differentiated assignments within the regular education classroom, designed by the classroom teacher
Engagement in academic-based club activities at the school, including academic competitions available through NC Association for Scholastic Activities (NCASA)
Entrepreneur Competition (local based competition with external partners), also known as YES Surry
Work-based learning experiences (internships, apprenticeships, job shadowing)

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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

1-1 meetings with the school counselor are utilized as needed.

To ensure personalized support, one-on-one meetings help balance academic challenges with social and emotional well-being. Progress reports track academic, behavioral, and SEL growth for AIG students in grades 3-5.

For students in grades 6-12, the district utilizes Xello, an online platform that assists with academic and career planning. Xello allows students to complete learning style, career, and personality assessments, helping them identify their strengths, skills, and interests. This data enables teachers and instructional support staff to better understand and support students holistically, addressing both academic and SEL needs.

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*** Practice C**

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

Mount Airy City Schools is committed to providing AIG instructional programming that meets students at their point of need, fostering advanced learning through deep thinking and critical problem-solving. The district's AIG program will:

- Provide differentiated work that challenges students without simply increasing workload.
- Reflect the district's STEAM and Global frameworks.
- Focus on developing critical thinkers and problem solvers with a global perspective.
- Align with the Science of Reading to support all students effectively.
- Ensure Dual Language Immersion (DLI) students receive differentiated instruction within their classroom environment.
- Support the district's Strategic Plan, emphasizing Leadership, Innovation, and Service.
- Offer middle and high school students access to advanced coursework through school-based programs, Career and College Promise (CCP), North Carolina Virtual Public School (NCVPS), and the North Carolina School of Science and Mathematics (NCSSM).

*** Practice D**

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

MACS will determine grouping based on the following:

- Intentional Lesson Planning: Teachers will be purposeful in planning all lessons.
- Utilization of District-Wide Initiatives:
 - Common Planning
 - Professional Learning Communities (PLC)
 - Multi-Tiered System of Support (MTSS)
- Data-Driven Instructional Practices: Teachers will use various data sources to inform instruction, including:
 - Anecdotal classroom observations
 - Common formative assessments
 - Benchmarks
 - NC Check-Ins
 - Assessment data from resource interventions (Imagine Math, Language & Literacy, MClass)
- Flexible Reading Groups: Instructional planning will ensure that the Science of Reading supports all learners.
- Differentiated Instructional Schedules:
 - K-5: Dedicated flex time for personalized learning
 - 4th-5th Grade AIG Students: Attend AIG class during flexible learning time
- Collaboration Between AIG and Classroom Teachers:
 - Formal communication in PLCs after each NC Check-In (three times per year)
 - Monitoring student growth and adjusting instruction as needed
- Secondary Level Enrichment and Interventions:
 - 6th-8th Grade: Innovation Block
 - 9th-12th Grade: Club Wednesday
- Intervention Support (K-8):
 - Interventionists are available to address learning gaps due to the COVID-19 pandemic.
 - Gifted learners have access to interventionists as needed during flexible group work times.

*** 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.

AIG District-Wide Meetings and Processes

AIG district-wide meetings will be conducted regularly with district leaders and AIG specialists to discuss updates on gifted education regulations. This team will also collaborate to continuously monitor, assess, and refine AIG programming. AIG specialists will then relay relevant updates to staff across all schools. These meetings will be held five times per school

year.

To stay informed on policy changes, instructional best practices, and available resources, the district's AIG coordinator and at least one AIG teacher will attend the annual North Carolina AIG Conference. Additionally, the district coordinator will collaborate with regional AIG leaders and the North Carolina Department of Public Instruction (NC DPI) to ensure continued support and access to vetted resources for gifted students.

Additional communication efforts:

- Professional Development (PD): During the first quarter of each school year, professional development sessions will focus on differentiated instruction and services for gifted learners. Teachers will collaborate to develop yearly Differentiated Education Plans (DEPs).
- DEP Completion & Communication: All DEPs must be finalized and shared with parents/guardians by the first week of November. Annual meetings for Jones, MAMS, and MAHS will be completed by this deadline to ensure families understand the AIG programming, available resources, and their child's specific services.

Beginning-of-Year AIG Processes

- AIG Student Rosters: Teachers, administrators, and instructional support staff will receive AIG student rosters before the first day of school to ensure proper support.
- Transfer Student Review: Within the first month of school, transfer students' records will be reviewed to determine if they should be placed on an identification watchlist.
- Identification of Potential Candidates: Teachers of record will be informed about students being considered for AIG identification.
- Designation of AIG Contacts/Specialists: Each school will annually designate AIG contacts and specialists to account for role or assignment changes.

AIG Contacts/Specialists Per School:

- BHT: 1 Curriculum Facilitator, 1 Instructional Support Staff
- Jones: 1 Curriculum Facilitator, 1 Interventionist (in the process of having the interventionist obtain AIG certification)
- MAMS: 1 School Counselor
- MAHS: 1 School Counselor

*** Practice F**

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

AIG Update Meetings:

- District leaders and AIG contacts/specialists will meet regularly to discuss new regulations related to gifted education.

- AIG specialists will share updates with staff at all schools.

• **Annual Transition Meetings:**

- Held at the end of each school year for transition years.
- Facilitated by curriculum facilitators and assistant principals (K-8).
- Attendance required for AIG specialists and school counselors.

• **Intentional Parent/Family Communication:**

- **2nd to 3rd Grade:**
 - Explanation of the enrichment process.
 - Clarification that the 2nd-grade CogAt test is a factor in AIG identification but does not guarantee admission.

▪ **5th to 6th Grade:**

- Rising 6th Grade Family Night to introduce AIG families to middle school advanced studies and enrichment opportunities.

▪ **8th to 9th Grade:**

- Rising 9th Grade Family Night, facilitated by the school counselor, to introduce families to high school advanced learning opportunities.

*** 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.

Personalized Planning for Students:

Accelerated Opportunities:

- Kindergarten - 2nd Grade (BH Tharrington Primary):
 - Pull out services through enrichment that may include the following:
 - Inquiry-based learning with problem/project-based case
 - Differentiated assignments within the regular education classroom, designed by the classroom teacher
 - Opportunities for differentiation may include the following
 - Guided reading groups and flex groups (all content areas) Across grade level work with inquiry-based learning (problem/project-based learning cases) that may be strengthened with STEAM teacher experiences

3rd - 5th Grade (Jones Intermediate School):

AIG students will be served in the regular classroom teacher under the guidance of an AIG certified staff member. Additional opportunities for growth and enrichment are as follows:

Math Fair

Recipe Fair

Figurative Language Fair

Differentiated assignments within the regular education classroom, designed by the classroom teacher opportunities for differentiation may include the following: Guided reading groups and flex groups (all content areas) Across grade level work with inquiry-based learning

Advanced-level novel studies

Enrichment through hands-on STEAM learning experiences

Engagement in a variety of clubs including academic-based club activities at the school that have some opportunities for academic competitions (i.e., Battle of the Books)

▪ **Middle School Level:**

- Math I in 8th grade, covering both 8th-grade math and the Math I curriculum.
- Credit by Demonstrated Mastery (CDM) opportunities communicated via the website and letters home.

▪ **High School Level:**

- Students can self-select advanced coursework tailored to their interests and skills.
- School counselor and community college liaison assist with aligning advanced learning opportunities.
- **Coursework Options Include:**
 - **Surry Community College (SCC):** Career and College Promise program offers in-person and online courses.
 - **North Carolina School of Science and Mathematics (NCSSM):** Students can attend streamed NCSSM coursework daily.
 - **North Carolina Virtual Public Schools (NCVPS):** Additional online course opportunities available.

*** Practice H**

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

To support young (K-3) students in AIG, Mount Airy City Schools will focus on **early talent development** through purposeful programming:

1. **Enrich All Learners:** Provide engaging, challenging lessons for all K-3 students to spark interest and uncover potential.
2. **Look Beyond Test Scores:** Use observations, portfolios, and performance tasks to identify emerging talent.
3. **Train Teachers:** Equip educators to recognize and nurture gifted traits in diverse learners.
4. **Offer Enrichment Opportunities:** Use flexible grouping and provide enrichment inside and outside the classroom.
5. **Embed Higher-Level Thinking:** Integrate critical thinking and creativity into daily instruction.
6. **Partner with Families:** Communicate early and offer tools to support learning at home.
7. **Track Growth:** Monitor student progress to guide support and future AIG identification.

This approach helps discover and grow talent early, especially in students who may not be traditionally identified right away.

*** Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Purpose

Mount Airy City Schools is committed to promoting educational equity and excellence by ensuring that all students, particularly those historically underrepresented in advanced learning programs, have access to rigorous academic experiences. This policy supports the development of mindsets, policies, and instructional practices that identify and nurture academic potential across diverse student populations in grades 4-12.

Policy Statement

Mount Airy City Schools shall implement systemic practices that broaden access to advanced learning opportunities through early and ongoing talent development, including frontloading strategies, to identify and support high-potential learners. The district recognizes that advanced ability is found across all demographics and is committed to eliminating barriers to participation in advanced programs.

Key Commitments

1. **Universal Screening and Multiple Pathways**
The district will utilize universal screening tools and multiple criteria (e.g., academic data, teacher input, nonverbal assessments, portfolios) to identify students for advanced learning opportunities and AIG services.
2. **Frontloading and Early Exposure**
Schools will implement frontloading instructional strategies—including the introduction of advanced content, academic vocabulary, and critical thinking—beginning in grade 4, to prepare all students for future advanced coursework.

3. **Talent Development Programming**
Talent development efforts will include enrichment experiences, scaffolded instruction, and exposure to complex tasks for students not yet identified but demonstrating potential.
4. **Equity Data Monitoring**
The district will annually analyze participation and success rates in advanced programs across demographic subgroups. Targeted outreach and interventions will be implemented when disparities are identified.
5. **Family and Community Engagement**
The district will engage families and communities as partners by providing transparent communication about advanced learning opportunities and how students can access them.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Each school offers extracurricular activities and clubs, integrated either within the instructional day or as after-school programs. Students are strongly encouraged to participate in STEAM-related activities at all grade levels, with opportunities to join multiple clubs. Currently, over 25 K-12 groups provide AIG students with enrichment experiences, many of which compete at regional and state levels. Historically, local business partnerships have played a key role in supporting these initiatives.

To expand Career and Technical Student Organization (CTSO) opportunities, HOSA (Future Health Care Professionals) has been introduced at the middle school level, helping students build a strong foundation for future career pathways. This aligns with the district's mission to ensure every student has the opportunity to lead, innovate, and serve.

*** Ideas for Strengthening the Standard**

Investigate further strategies to differentiate for our AIG students within the classroom when AIG teacher is unavailable....

Curriculum Compacting: Pre-assess to determine what the student already knows, then eliminate repetition.

Tiered Assignments: What it is: Design tasks with varying levels of complexity around the same concept.

Independent Study or Passion Projects: Let students investigate a topic of personal interest in depth.

Flexible Grouping: Form dynamic groups based on interest, ability, or learning style.

Planned Sources of Evidence

* Monthly AIG Meeting Agenda

* AIG Teacher Input Survey

* DEPs for students

Documents
Document Template

Document/Link

AIG Standard 2 Additional Resources

N/A

 [AIG Teacher Survey.](#)

Standard 3: Differentiated Curriculum and Instruction

Mount Airy Schools (862) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

AIG Teacher Collaboration in PLCs

- AIG teachers collaborate with classroom teachers in PLCs to develop strategies for meeting curriculum standards both inside and outside the classroom.
- Teachers use the Unpacking protocol during PLCs to identify when standards need to be explored in greater depth.
- Collaboration on strategies and resources ensures advanced learners receive appropriate challenges.
- Teachers use tiered rubrics and modified assignments to personalize learning and make it more meaningful.

Use of Data for Personalized Learning

- All students' academic and SEL-related data is stored in the Branching Minds online platform.
- This system helps track Multi-Tiered Systems of Support (MTSS) and provides access to vetted interventions for differentiation.

Acceleration and Enrichment Opportunities

- Curriculum compacting is used in some courses, particularly math, allowing students to cover more than one year's worth of standards in a single school year.
- Subject acceleration is offered primarily in Math and ELA for students needing advanced coursework.
- Daily flex time at Jones provides students with subject enrichment and personalized learning opportunities.

Middle School Enrichment & Career Exploration

- The daily Innovations Block allows students to engage in enrichment opportunities, including Career and Technical Student Organizations (CTSOs) such as HOSA and First Lego League (FLL).
- Students can also revisit core teachers during this time to work toward personal academic goals.

<p>* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.</p> <p>MACS will implement a variety of tools to assess student learning styles and provide instruction that is personalized, meaningful, and aligned with educational goals. This includes utilizing Branching Minds to tier students based on current academic data and Xello, a career development and academic planning platform that helps students build a comprehensive profile to guide instructional decisions.</p>
<p>* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.</p> <p>Teachers will utilize knowledge from professional development directly related to evidence-based resources including but not limited to the Science of Reading (LETRS), Branching Minds, and NC State Science House. AIG teachers and regular education teachers use a variety of supplemental materials to support teaching and learning. It is important to note that Branching Minds, serving as the hub for all student data sets also provides teachers with a vetted activities and interventions to support individual students.</p>
<p>* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.</p>
<p>Students actively construct their learning within the Science, Technology, Engineering, Arts, and Math (STEAM) framework. Students set personal data goals and are deeply involved in problem-based and project-based learning, seminars, and hands-on activities. At the K-5 level, students participate in student-led conferences to share their growth and learning with parents and caregivers. Teachers guide inquiry-based lessons that foster critical thinking and address real-world issues, both in content area classes and during AIG pull-out services. Additional practices include:</p> <ul style="list-style-type: none"> ▪ Socratic seminars with established discussion rules ▪ Student-led learning teams ▪ Extension activities/projects based on student interests
<p>Exploratory (CTE) classes and innovation times at the secondary level are daily opportunities to foster student development for future-ready skills. Students are given choice of strands to expose CTE programming, foreign language and the arts, including: Chinese, biomedical technology, music, visual arts, culinary arts, and dance. Additionally, competitive teams are provided to encourage and allow students to refine skills, gain new knowledge and develop as critically thinking problem solvers. The current teams include: Quill, Forensics Team, Battle of the Books, Math Counts, National History Day, First Lego League, Quiz Bowl, and Math Counts. Career and Technical Student Organizations (CTSO) also provide this platform and our current offerings include Future Health Professionals (HOSA) at the 6-12 level. All of these experiences allow students to gain leadership and team building practices for future learning and work experiences. Additionally, at the high school level students can experience leadership, creativity and critical thinking through the following opportunities:</p> <ul style="list-style-type: none"> -Career & College Promise (CCP) college level coursework through Surry Community College -Internship coursework that provides real-world experience, course credit and potential to lead into future employment. -Advancement via Individual Determination (AVID) is a non-profit organization that provides professional learning for educators to close opportunity gaps and improve college and career readiness for high school and middle school students, especially those traditionally underrepresented in higher education. At the high school level, the AVID team will support all learners by extending their reach through class meetings, counseling services and
<p>* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.</p> <p>Teachers use ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.</p>

MACS believes in the collection of data to make well-informed decisions that will drive instructional practices for student growth. At each level throughout the district, teachers are consistently monitoring for growth by developing and analyzing common formative assessments (CFAs). They are also using summative assessments at all levels. The table below shows the assessments used at each grade span.

The district uses the data derived from the formative and summative assessments during weekly PLCs, grade level planning meetings, leadership monthly meetings and instructional coaching between administration and teachers. Teachers use the data to drive instructional plans on a daily/weekly basis based on the individualized needs of a student.

Grade Span Formative assessment

K- 2nd Grade levels:
Imagine diagnostic (fall and spring),
mClass,
Dibels 8,
IDEL (DLI version of reading assessment,
teacher developed CFAs,
math assessments,
W-APT (Kinder)

3rd- 5th Grade levels:
BOGs,
NC Check-Ins,
teacher developed CFAs,
mClass

6th- 8th Grade levels:
NC Check-Ins,
teacher developed CFAs

9th- 12th Grade levels:
Teacher developed CFAs,
Pre-ACT, CCRA (Grade 10),
Credit by Demonstrated Mastery

Grade Span Summative Assessment

K-2nd Grade levels
End of year math assessment,
mClass,
Dibels,
TRC,
IDEL (DLI version of reading assessment),
WIDA, Access 3rd- 5th Grade levels:
EOGs, WIDA, Access,
Read to Achieve,
Extend 1

4th- 8th Grade levels:
Checksins,

EOGs,
EOCs,
WIDA,
Access,
Extend 1

9th-12th Grade levels:

ACT,
WorkKeys,
EOCs,
WIDA,
Access,
Extend 1,
PSAT,
CCRAA (Grade 11), *College and Career Readiness Alternate Assessments*
AP Exams
Checkins

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.
Teachers will collaborate through PLC's, MTSS meetings and grade level meetings.

*** Ideas for Strengthening the Standard**

The district's Advanced Teaching Roles grant will continue to provide much needed support in the area of differentiation for our AIG students. A master teacher leader specializing in MTSS and differentiation has been selected to assist 3-5 teachers in enhancing their intervention practices. In addition, 12 master teacher leaders and 1 multi-classroom leader will be available district-wide to support co-teaching, model instructional strategies, and collaborate on planning as needed. These teachers will continue in their current roles while fostering stronger partnerships to build internal capacity for ongoing professional development and coaching, ultimately improving teacher self-efficacy and student learning outcomes.

Planned Sources of Evidence

* MACS DEP

* MACS PLC Protocols

* Branching Minds Documentation

Type

AIG Standard 3 Additional Resources

Documents

Document Template

N/A

Document/Link

Standard 4: Personnel and Professional Development

Mount Airy Schools (862) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

While our current AIG coordinator does not hold an AIG license, they bring a strong background in education with diverse experience across K-12 settings. The coordinator is a licensed educator in K-6 elementary education, K-12 school library media, and holds administrative licenses for both principal and superintendent. Their professional experience spans classroom teaching, media coordination, and school and district-level leadership. This comprehensive perspective supports effective guidance, planning, development, implementation, and ongoing monitoring of our local AIG program and plan.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

The district maintains consistent monitoring and ongoing revisions to the curriculum through various avenues, including district-wide AIG meetings (held bi-monthly, school-based PLCs, grade-level and content-area planning periods, and professional development opportunities such as the STEAM Institute. Through PLCs, AIG specialists collaborate with general education teachers to ensure AIG students receive effective support throughout the day.

Curriculum facilitators, alongside district leadership team members, work to provide all teachers with access to vetted resources, such as problem-based learning cases and foundational tools to support high-quality teaching practices. These resources are housed in Canvas, the district's online learning management system, ensuring consistent access for educators across grades K-12.

*** 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.

We have updated the policies and procedures in our district to align to state recommendations and requirements. We have also started an overhaul of the AIG section of the district website and handouts for students, parents and community. Our district is dedicated to providing access to high-quality professional learning for all educators to remain focused on their personal growth plans. As a district we utilize our curriculum facilitators and ATR lead teachers to embed ongoing professional development in teachers day-to-day work. The best source of professional growth is the weekly PLC environment, which is facilitated by curriculum facilitators within each school. During this time, teachers learn how to analyze student learning and then embed pedagogical interventions and enrichment for improved student learning outcomes. The district believes in the classroom teacher's ability and need to differentiate for all learners regardless of their point of need (intervention or enrichment). It is also critical to recognize that gifted learners may struggle through certain concepts, grade levels or time periods and still require scaffolding and intervention.

The AIG staff are provided the opportunity to attend the annual AIG conference. They also have the opportunity to attend regional professional developments within the district's membership of the Piedmont Triad Education Consortium (PTEC).

*** 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.

Mount Airy City Schools plans to provide AIG services for 3rd-5th grade students through an interventionist that is in the process of gaining AIG certification. This staff member will deliver pull-out services for identified students as outlined in their Differentiated Education Plans (DEPs). During 3rd grade, she conducts classroom observations, collects qualitative and quantitative data, and collaborates with the team to make informed decisions about AIG identification by the end of the school year.

At the middle school level, we have one teacher who holds AIG add-on licensure. This educator teaches advanced courses for AIG students and also collaborates with their colleagues to effectively meet the needs of AIG students. The district emphasizes that all educators share the responsibility of meeting every child's unique needs, regardless of AIG identification. This philosophy underscores the importance of differentiation in every classroom, every day.

*** Practice E**

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

Mount Airy City Schools is committed to its strategic plan, which includes a focus on recruiting highly qualified and diverse staff while retaining and re-energizing current employees. The Human Resources department, in collaboration with the teaching and learning team and school administrative teams, actively seeks to recruit diverse, skilled educators. This effort includes participation in job fairs at institutions of higher education.

The district leverages a strong social media presence, including a Facebook following of over 5,000, to connect with stakeholders. The Executive Officer for Communications utilizes platforms such as the district's website, Facebook, and Instagram to share updates about AIG programming and post job opportunities across the district.

*** Practice F**

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

AIG specialists and the AIG coordinator will participate in the annual NC Association for Gifted and Talented conference to stay up-to-date with the latest professional learning in gifted education. The district team also actively seeks out and explores new resources to better support the gifted student population. AIG specialists are encouraged to share their expertise not only with each other but also with general education teachers working with gifted students.

*** 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.

The district's strategic plan, school improvement plans, and AIG processes and procedures are purposefully aligned to ensure a cohesive approach to supporting all students. At Mount Airy City Schools, we believe differentiation should be provided by all general education teachers to meet students at their individual points of need. Professional development (PD) opportunities are carefully designed to serve every child, every day, regardless of their abilities or skills, and are aligned with district-wide initiatives.

These initiatives include the Science, Technology, Engineering, Arts, and Math (STEAM) framework, the Apple partnership supporting 1:1 iPads for K-12 students, Dual Language Immersion (DLI) for participating students, Global Learning, Inquiry-Based Learning (IBL) and AVID. Feedback is collected after all PD sessions, enabling teachers to provide open-ended responses. This anecdotal and qualitative data allows the leadership team to monitor, reflect on, and refine PD offerings provided by both internal and external stakeholders. PD is differentiated across the district to address the specific needs of individual teachers, groups, and schools.

The district continues to emphasize professional learning in key areas, including data analysis for instructional planning, technology integration, literacy intervention, enrichment strategies, and designing effective, differentiated units for diverse learners. Much of this learning is reinforced on a weekly basis through PLC meetings.

The STEAM Institute, held twice a year, also provides an opportunity for teachers with AIG certification to share their expertise. AIG teachers lead 45-minute PD sessions, fostering collaboration and the exchange of effective practices among colleagues.

*** Ideas for Strengthening the Standard**

- AIG teachers should participate in K-5 literacy training to ensure they deliver rigorous and engaging lessons.
- They should also be included in new training opportunities, such as those offered through the STEAM Institute, digital teaching and learning initiatives, and more. Additionally, they serve as presenters, sharing their expertise in the field of gifted education.
- The Advanced Teaching Roles grant project is designed to build capacity at every school by providing on-site instructional leaders. These leaders support ongoing professional learning, coaching, co-teaching, and modeling of effective instructional practices, all aimed at improving student learning outcomes.

Planned Sources of Evidence

* PLC agendas and attendance rosters (AIG teachers are working with other educators consistently)

* * AIG teachers are included in protocols to grow teachers such as peer observations, data feedback strategy, unpacking of standards (curriculum)

* Professional development calendar of the district-

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

Standard 5: Partnerships

Mount Airy Schools (862) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

Our district prioritizes serving the whole child by focusing on both safety and Social Emotional Learning (SEL). This commitment is supported by a strong social media presence, where followers receive updates and information to support students' academic, intellectual, and emotional needs.

Mount Airy City Schools will also launch an AIG-specific newsletter, distributed quarterly, to provide families with resources and strategies for supporting gifted learners. This newsletter, along with updates on academic opportunities and SEL resources for gifted students, will be shared via the district's social media platforms (Facebook, Instagram, and Twitter) and included in the AIG section of the Teaching and Learning department on the district website. Additionally, schools and the Executive Officer for Communication will utilize School Messenger to send mass updates to AIG families.

*** 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 district has prioritized CTE programs at the middle school level. This grant enabled the district to hire a Career Development Coordinator (CDC) specifically for middle school. The CDC works closely with Surry Community College (SCC), our nearest institution of higher education, to provide students with access to various learning opportunities on the SCC campus. These experiences allow students to explore different program areas and make informed decisions as they prepare for high school course selections.

The district's CTE Advisory Council has fostered strong partnerships with local businesses and industries, offering students real-world insights and opportunities. These partnerships allow students to tour industry sites, ask questions about careers and post-secondary requirements, and develop mentorships. At the high school level, students gain hands-on experience through internships, while teachers participate in externships. These externships help teachers better understand local career opportunities, enabling them to incorporate real-world problem-solving and soft skills into their teaching, which are critical for future employment.

Additionally, middle and high school students can participate in summer enrichment programs hosted at Surry Community College. The district has strengthened its collaboration with SCC to align resources and expand these opportunities. Through funding sources such as the Career Accelerator grant, these experiences are provided at no cost to students and families, further broadening access to valuable career and technical education.

*** 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 AIG district-wide team remains active and consistent, meeting bi-monthly throughout the school year. This team includes representatives from all four schools, covering grades K-12. Parents are also invited to participate in the team's work, fostering collaboration and diverse perspectives. Additionally, the team incorporates support from various district office departments, including Career and Technical Education (CTE) and instructional technology, to address a wide range of needs beyond just Teaching and Learning.

The district has also leveraged partnerships with local businesses and industries through the Business Advisory Council. This group provides valuable insights into current employer needs, helping to shape programs and initiatives that prepare students for the future. Input and feedback about services for AIG students and their families are gathered through both formal and informal conversations.

*** Practice D**

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

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

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

Information is provided at AIG Night and on our AIG page of the district website. The middle school and high school also host parent nights to discuss course electives and to provide assistance in developing advanced pathways that are tailored to the individual student.

*** Ideas for Strengthening the Standard**

As a district, we recognize the need to improve communication about AIG services. Moving forward, we aim to enhance our online resources, provide more direct updates to parents and caregivers throughout the year, and establish a stronger parent advisory group. This group will focus on reflecting diversity, setting goals, and creating ongoing opportunities for feedback to ensure continuous improvement.

Planned Sources of Evidence

* Family Information meeting presentations

* Sign-in sheets for family meetings

* Planning calendar schedule of stakeholder meetings

Type

Documents

Document Template

Document/Link

Standard 6: Program Accountability

Mount Airy City Schools (862) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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)), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

The AIG plan is updated annually to track and document any changes in services, goals, and resources. The plan is presented to the LEA school board for review prior to their meeting, after which it is shared during a public Board of Education (BOE) meeting. During this meeting, the BOE and the public have the opportunity to ask questions or provide feedback on the AIG plan. The Board of Education for Mount Airy City Schools approved the 2025-28 district plan at their most recent meeting on 6/24/25.

*** 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.

The AIG district coordinator participates in regional AIG meetings to stay informed about current policies and updates. Through ongoing collaboration with the Assistant Superintendent and the district-wide AIG team, the district ensures the continued success and integrity of the AIG program. Additionally, the coordinator attends regional AIG leader meetings and the annual AIG conference to engage with NCDPI AIG leaders. The district's AIG team meets bi-monthly and also hosts parent and caregiver meetings to strengthen school-family partnerships.

The AIG Coordinator and building level administrators conduct intentional frequent walkthroughs and observations in order to determine whether or not AIG student's advanced needs are being met. Followup feedback is also sent to the teacher.

*** 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 AIG coordinator/Federal Programs Director work closely with the district's chief finance officer to use and monitor state funds for our AIG services. This work is done consistently throughout the year to ensure that funds are used appropriately to best support the needs of our gifted population.

*** 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.

We implement this practice by consistently using data-driven decision-making processes. During our weekly PLCs, we follow the Data Feedback Strategy protocol to monitor student learning. Specifically, we focus on analyzing the progress of AIG students to ensure they are consistently making growth. We create common formative assessments and track progress throughout each grading period, addressing any issues early on. This may also include the NC Check-Ins for grades 3-8. Curriculum facilitators and school-based administrators lead PLCs to identify trends that may highlight areas in need of revised instructional practices to improve student learning outcomes.

The district's Director of Accountability collaborates closely with the leadership team to identify trends in summative data points (EOGs, EOCs, and NC final exams). This data-driven approach allows each school to set improvement goals based on its unique needs. All student data, including information from their personalized DEP, is stored in Branching Minds (BrM). The BrM online platform serves as the central hub for all data, providing educators with 24/7 access to student progress toward learning goals and individual needs. This ensures that, particularly at the 3-5 level, both AIG specialists and classroom teachers have a shared understanding of each AIG student. The BrM platform also supports the district in maintaining fidelity to the MTSS process.

*** 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.

Once students are identified as AIG, they remain in the program throughout their education. Our district's PLC protocols and practices require all educators and leaders to regularly analyze student learning through consistent data review. The introduction of the Comprehensive Student Profile process, along with MTSS, ensures that schools address each child's unique learning needs. Ongoing collaboration between teachers and instructional support staff (such as AIG teachers, ML teachers, and curriculum facilitators) ensures all stakeholders are working together to support every individual gifted student.

Each year, we specifically monitor the growth of AIG students to ensure they are consistently making high-level progress. If any students are not showing expected growth, we create an individualized action plan for them. This plan is designed to provide the necessary support and is integrated into their DEP. This process is also reflected in their data on Branching Minds.

*** 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.

Mount Airy City Schools maintains all personnel credentials within the Human Resources department. These are housed within the online LINQ system and hiring for personnel serving AIG students is done collaboratively with school-based administration and district-based administration.

*** Practice G**

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

Mount Airy City Schools values feedback from all stakeholders and actively seeks it through various channels, such as the Superintendent's Parent Advisory Council. Similar advisory groups are also led by the superintendent for teachers and students. Parents are encouraged to participate in the district-wide AIG group and contribute to the development of the new AIG plan. Additionally, students are invited to complete surveys that promote student voice and support professional growth.

*** Practice H**

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

The Mount Airy City Schools AIG Coordinator will share evaluation information with the public through various channels, including monthly Board of Education meetings and district-wide AIG team meetings, which feature parent representatives. The plan, along with any updates, will be published on the MACS website under the Teaching and Learning and AIG sections. Additionally, parent and family nights at both the school and district levels will be used to communicate details about the AIG program, revisions, and available opportunities.

*** Practice 1**

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.

Each year, the LEA reviews its processes and procedures to ensure the program's effectiveness. We closely monitor various data sources to ensure our AIG students are surpassing growth expectations. The Board policies, procedures, and practices have been thoroughly examined to safeguard the rights of our AIG students. With the implementation of the Comprehensive Student Profile alongside MTSS, every child will be monitored to address their individual needs. Identification will be more comprehensive, allowing teachers to evaluate the whole child and observe how they demonstrate signs of giftedness.

Parents retain the right to request an assessment for AIG identification for their child. Once a child is identified as AIG, they maintain this status, although parents can request that their child no longer receive AIG services. If a school team and parent agree that AIG services should be paused or discontinued, it is ultimately the parent's decision, made in the best interest of the child.

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Process	Procedure
<p>Informed consent for identification</p>	<p>* The district will use the CogAT as a universal screener for all students in the spring of 2nd grade. To identify students as they develop and show signs of giftedness at their own pace, the district will offer the CogAT on an as-needed basis. This ensures that students who move into the district after the 2nd grade assessment window or who did not transition with AIG identification are still considered for AIG services.</p> <p>The referral process can be initiated by the following stakeholders:</p> <ul style="list-style-type: none"> ▪ Parents: If a parent/guardian believes their child requires additional services or shows signs of giftedness, they may refer the child for AIG identification. Parents should make this referral to the child's teacher, who will begin the process with the AIG representative at the school to complete the identification process with the district's AIG team. The identification criteria remain the same, and the parent referral will be an additional component of the child's Comprehensive Student Profile portfolio. ▪ Teachers: A teacher may recommend any student for AIG identification based on data collected during the completion of the Comprehensive Student Profile. This can occur at any time during the school year. Teachers will use the student profile to formally present the student's needs to the AIG school representative and advocate for the child. ▪ MACS AIG District Team: For new enrollments, the district will review students within the first month of school or within the first month of their enrollment if they join later in the year. The district AIG team will assess whether students should be added to the watchlist for identification or if they require services pending their AIG identification from another school or district.
<p>Informed consent for placement</p>	<p>* Please see attached parental consent form.... Additionally, Family Education and Information Sessions will be held annually at each school to provide AIG information at all grade levels. These sessions must be completed by the end of the 1st quarter of each school year. All DEPs (Differentiated Education Plans) must be finalized by the end of the 1st quarter and can serve as a key talking point during these sessions. These meetings will provide a foundation for important discussions on how families can support their gifted learners. Parents may also choose to schedule a follow-up</p>

conference to further discuss the DEP at a later time.

BHT (K-2nd) Parent/Family Meeting Focus:

- Explaining the identification process and the creation of the student profile.
- Describing the nurturing program and how students receive enrichment opportunities in the K-2 environment prior to formal AIG identification.

Letter to K-2 Parents Regarding Interventions and Nurturing/Enrichment

Definition for this letter:

Educator: Any classroom teacher, special area teacher, or staff member responsible for educating students.

In Mount Airy City Schools, students are assigned to a primary teacher, but all educators in the school collaborate to support their success. Throughout the year, students may engage with other educators through flexible grouping. This could involve students learning within their classroom with a different educator or being pulled from the classroom for specialized instruction.

Students develop at varying paces, and flexible grouping allows us to address each child's needs. These needs may differ by subject, grade level, and change over time. Some students may require interventions to master specific skills, while others may need enrichment opportunities to further their learning in particular subjects or units. As student needs evolve, so will the grouping to best support their development. It's important to note that no formal academic identification (e.g., Exceptional Children (EC) or Academically and Intellectually Gifted (AIG)) is made through flexible grouping, nor does it imply that a child will continue learning with the same educators.

If your child mentions learning with Teacher A or Teacher B, there's no cause for concern. This simply means your child's needs are being met through flexible grouping. If you have any questions or concerns about your child's progress, please feel free to contact your child's classroom teacher.

For students demonstrating signs of giftedness, a Comprehensive Student Profile will be developed at the appropriate grade level. This profile will be a comprehensive collection of evidence that supports the need for differentiated instruction, ensuring the child's individual needs are addressed.

The Comprehensive Student Profile will include:

- AIG 1: Anecdotal Records Template
- AIG 2: Assessment Data Sheet
- AIG 3: Student Placement Record
- AIG 4: Differentiated Education Plan (DEP) – current and historical copies
- AIG 5: Revision of Services

This profile will:

- Be stored in Branching Minds, with anecdotal records added by classroom teachers as supporting documents.
- Ensure that AIG information is consistent across grades and schools, as teachers will review and update these profiles yearly.

	<ul style="list-style-type: none"> ▪ Be shared with parents/families during parent-teacher conferences, IEP meetings, and AIG nights. ▪ After identification, the DEP will be housed in Branching Minds. <p>At the beginning of each school year, AIG specialists will meet with grade-level teachers within the first two weeks to discuss identified students. AIG rosters for Mount Airy Middle School (MAMS) and Mount Airy High School (MAHS) will be shared with teachers and curriculum facilitators at the start of each semester to ensure consistent support.</p>
<p>Transfer procedures</p>	<p>* Mount Airy City Schools will utilize a Comprehensive Student Profile process to identify students based on a set of criteria reflecting their individual needs for personalized learning. Teachers will start by using the Anecdotal Records Template as an initial step to assess a child's need for potential enrichment. School counselors will review the records of transfer students within the first month of the school year to place students on the identification watchlist as they onboard into the district.</p> <p>This process will:</p> <ul style="list-style-type: none"> ▪ Serve as the initial piece of evidence in a student's comprehensive portfolio. ▪ Be stored in the district's learning management system, Schoology, to ensure equitable access for teachers across the district. ▪ Include evidence demonstrating student learning, abilities, and potential, which will be collected by teachers to develop a comprehensive student profile. ▪ Enable the district team, alongside school representatives, to make informed decisions about AIG identification for students who demonstrate a need for additional services in gifted education. <p>The Comprehensive Student Profile will include evidence gathered across all grade levels. Below are the types of evidence that will be collected at each grade level to support AIG identification:</p> <p>K-2nd Grade Evidence:</p> <ol style="list-style-type: none"> 1. mClass DIBELS Composite Score 2. Math Universal Screener (Imagine Math*) 3. Kindergarten Entry Assessment 4. Above-grade-level work samples 5. Anecdotal Records (Excitability) – using the Anecdotal Records Template 6. Formative and summative teacher-made assessments 7. WIDA for ELs <p>3rd-5th Grade Evidence:</p>

1. CogAt (administered in the Spring of 2nd grade to inform 3rd grade)
2. Reading levels
3. Beginning of Grade (BOG) Assessments
4. Math levels
5. Above-grade-level work samples
6. Anecdotal Records (Excitability) – using the Anecdotal Records Template
7. WIDA for ELs
8. PSAT/PreACT/SAT/ACT (or equivalent)

Middle School (6th-8th Grade) Evidence:

1. Writing and reasoning (e.g., NWEA MAP)
2. CogAt (as needed for individuals)
3. Reading levels
4. BOG
5. End-of-Grade (EOG) assessments
6. Math levels
7. Above-grade-level work samples
8. Anecdotal Records (Excitability) – using the Anecdotal Records Template
9. NC Check-ins
10. WIDA for ELs
11. Classroom leadership (e.g., Student Lighthouse, Service Learning)

High School (9th-12th Grade) Evidence:

Transfer students will be evaluated within their first year at Mount Airy City Schools. The district AIG team will collaborate to assess the giftedness of these students and cross-check with the admission/withdrawal list to ensure all new students have access to AIG identification. At any grade level, if a teacher determines that a student exhibits signs of giftedness, they will begin collecting evidence to build a comprehensive student profile.

This profile will include both qualitative (assessment data) and quantitative (anecdotal notes from observations) artifacts that demonstrate the child's abilities and potential in gifted education. Teachers will upload both types of data into Branching Minds, giving all teachers and the AIG district team access to the

collected information. Qualitative data may also include parent recommendations if they observe giftedness in their child.

As evidence is collected, teachers will work closely with the Multi-Tiered System of Support (MTSS) team, including school administration, to evaluate how best to serve each child's individual needs. During this process, communication with parents/guardians is critical to keep them informed. The evaluation of the student profile will result in a service plan that may include the AIG services outlined in the district's AIG plan (Standard 2A).

If a student does not qualify for the AIG program by the end of 3rd grade, schools will ensure that there are multiple opportunities for identification throughout the following years. Teachers will continue to monitor student progress, collect evidence of giftedness, and advocate for students with strong AIG potential. This process will remain ongoing and documented in the student's cumulative file. Evidence collection will continue through the Comprehensive Student Profile and analysis of assessments, including EOGs, EOCs, NC Check-ins, and other formative data.

Reassessment procedures

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At the end of each school year, each school will develop a pool of potential student candidates for AIG identification. This ensures that teachers are consistently monitoring the developmental progress of students at each grade level. Teachers will submit their potential candidates along with the rationale for their recommendations. The receiving teachers of these potential candidates will be provided with the list and rationale, marking the initial step in the Comprehensive Student Profile process.

The referral process will include:

- Teacher Submissions: Teachers will identify and submit potential candidates for AIG based on observations and evidence of giftedness.
- School-Based Team Discussion: A collaborative team will review the potential candidates and their supporting evidence to determine next steps.

Current Aptitude Assessment Tool:

- CogAt will be used as a universal screener for all 2nd graders each Spring.
- This assessment data will help identify students new to the district or those missing the data point from previous screenings.

Differentiated Education Plan (DEP):

- A DEP will be created for all newly identified AIG students (K-12).
- The DEP will be renewed annually by the end of the 1st quarter.
- The DEP must be communicated to parents/guardians, who will be asked to sign and approve it each year.
- Parents will be offered a personal conference to review the DEP annually.

Procedures to resolve disagreement

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Policy Code: 1742/5060 Responding to Complaints

1. Opportunities to Address Concerns and Complaints

The board is committed to providing an effective means for parents and the community to voice concerns and complaints. The board also strives to resolve concerns and complaints whenever possible. To this end, the board has established the following processes:

1. informal resolutions of specific concerns (see Section B, General Process, below);
2. public hearings and public comments at board meetings on subjects of concern to parents and the community (policy **2310**, Public Participation at Board Meetings);
3. a procedure for parental concerns regarding the curriculum (policy **3210**, Parental Inspection of and Objection to Instructional Materials);
4. specific processes for addressing disciplinary consequences (policies in the **4300** series);
5. processes as provided by law for students with disabilities (policies **1730/4022/7231**, Nondiscrimination on the Basis of Disabilities, **3520**, Special Education Programs/Rights of Students with Disabilities, and **4307**, Disciplinary Action for Exceptional Children/Students with Disabilities);
6. a grievance procedure for addressing concerns regarding specific decisions, especially when there are concerns that board policy or law has been misapplied, misinterpreted, or violated (policy **1740/4010**, Student and Parent Grievance Procedure); and
7. procedures for reporting and resolving complaints of discrimination, harassment, or bullying on the basis of sex, disability, or other personal characteristic (policies **1710/4020/7230**, Discrimination and Harassment Prohibited by Federal Law; **1720/4030/7235**, Title IX Nondiscrimination on the Basis of Sex; **1725/4035/7236**, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process; **1726/4036/7237**, Title IX Sexual Harassment Grievance Process; and **1735/4329/7311**, Bullying and Harassing Behavior Prohibited).

Numerous other policies provide opportunities for parental input, including policy **1310/4002**, Parental Involvement.

1. General Process

Complaints that are not specifically designated to be addressed in other policies should be addressed in the following manner.

1. The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the principal.
2. Any board member or employee receiving a complaint should verify that the complaint has been appropriately referred to him or her and if not, assist the complainant by identifying the appropriate personnel to receive the complaint.
3. Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
4. A complaint or series of complaints that raise significant issues about the educational program or the operation of the schools is an opportunity to further examine the success of the school system in meeting its goals and objectives. When feasible, a group representing various perspectives and interests, such as teachers, administrators, students, and parents, should discuss the issue and make recommendations to appropriate personnel or to the board.


*** Ideas for Strengthening the Standard**

- Student surveys allow students to voice their learning experiences, providing teachers with qualitative data to enhance student outcomes.
- The district has advanced in fostering learning through a data-driven, evidence-based approach, benefiting both students and staff.

- Weekly PLCs should offer ongoing professional development, focusing on timely and authentic discussions that answer, "What do we know?" to guide next steps.
- Continuous common formative assessments, including teacher-created assessments and NC Check-Ins, help track and guide instruction for gifted students.
- Summative assessment data is collected and analyzed to shape school improvement goals and ensure growth for all students.
- Keep collecting student surveys to gain insights into their learning experiences and support the ongoing enhancement of teaching practices.
- Maintain the use of feedback surveys, especially for AIG students and their families.

Planned Sources of Evidence

* AIG meeting agendas	
* Parental consent form	
* PLC agendas where student data is analyzed consistently throughout the year	

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

Mount Airy City Schools (862) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/24/2025 

AIG Related Documents

Mount Airy City Schools (862) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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](#)  [BOE Approval](#)

Optional Documents

Type Document Template Document/Link

AIG Standard 1 Additional Resources	N/A	 MACS ID Matrix  MACS Anecdotal
AIG Standard 2 Additional Resources	N/A	 AIG Teacher Survey
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	 AIG Presentation
AIG Standard 6 Additional Resources	N/A	 MACS Parental Consent For Placement Form

Glossary

Mount Airy City Schools (862) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition