

Mount Airy City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

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Mount Airy City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Mount Airy City Schools local AIG plan is as follows:

Mount Airy City Schools Vision for local AIG program: Mount Airy City Schools is dedicated to growing every child through innovative learning experiences that will supplement the traditional curriculum and enrich their personal learning goals.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$83893.00	\$1000.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: Mount Airy City Schools (MACS) originally discussed researching an IQ assessment. This has been decided to be the CoGat. Parents are consistently involved in the AIG council, through this partnership there has been various meetings for feedback and communication with AIG parents at each level.

MACS has developed criteria (two out of three) including 70th percentile on the CoGat, Level P or higher on Reading 3D, Teacher team recommendation. For students from underrepresented populations the AIG council will make recommendations for AIG services if they are close on the criteria. Students may be added in subsequent grades if they achieve "5" on EOGs and have teacher recommendation.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: Students are identified in the nurturing program in our K-2 primary school and served beginning in Kindergarten. The early identification looks at a number of factors outlined in our framework. In Kindergarten students must be reading on a Level C or above on the beginning of year reading assessment. 1st grade students must be reading on a Level E or above on the beginning of the year assessment. 2nd grade students must be reading on a Level N or above on the beginning of the year assessment. In addition to the progress monitoring data mentioned above the team looks at Cog-At for our 2nd grade students and discusses other factors like teacher recommendations. As students enter 3rd grade the district analyzes previous data from 2nd grade and fresh data to assess and monitor the actions of identification.

Students may also be added to AIG after 3rd grade based on EOG scores, grades and teacher recommendation.

Practice C

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

learners, highly gifted, and twice-exceptional.

District Response: Mount Airy City Schools is using CoGat at the end of 2nd grade along with teacher team recommendation and Level P on Reading 3D. Students reaching two out of the three of these indicators are invited to receive AIG services. Underrepresented populations that have one of the indicators or are close on the indicators are recommended for AIG services based on the determination by the AIG council.

We are implementing a culturally aware assessment for CoGat during the 2016-2017 school year. We are also taking students that receive all As on their report card in math or reading, make a Level 4 or 5 on their EOG and/or receive a teacher team recommendation into consideration after 2nd grade.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: We have one K-2 school where screening occurs. Representatives from all schools have also been informed and provide feedback for the district framework for identification.

Practice E

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

District Response: There are parent meetings throughout each year, as well as DEP meetings. Parents sign off on the DEP at the beginning of each year. Both parents and teachers meet and develop the DEP form together to ensure that their child is receiving adequate services. The district has developed a handbook, multiple brochures and an improved website for AIG families. Additionally, we have identified our highly gifted students that are in the top 95th percentile or higher on the CoGat. These students are paired together in the 3rd grade and above. Teachers have been given additional training to support these students at their individual levels.

Ideas to Strengthen the Standard: Mount Airy City Schools will continue to improve the early identification and services provided through our nurturing program at our primary school. This can be done through more consistent vertical alignment meetings that include K-2 teachers, AIG teachers, nurturing teacher and school administration. This will help our district to ensure that we are serving those that will later be identified as AIG.

We also need to continue improving the process of communicating with our parents/families regarding the identification process. This will be strengthened upon the development and implementation of our new district wide strategic plan.

Lastly, we need to select another option for testing our ELL/ESL learners and dual language immersion students (not until 2017-2018) that is equivalent to the CogAt test.

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Sources of Evidence: *Identification process framework for the district

*Parent meeting sign in sheets

*Parent meeting publications

*Agenda from AIG Team meetings throughout the year

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: The AIG teachers work within PLCs with classroom teachers to develop strategies that will allow the curriculum standards to be met within and outside of the classroom (such as in AIG classroom). These resources include problem-based and project-based learning cases. These resources are housed on our learning platform, Schoology for consistent access by all teachers.

The standards are also reviewed within PLC meetings through the Unpacking protocol; this ensures that our teachers, both classroom and AIG can clearly see when standards need to be taken deeper. Through this activity teachers also collaborate on strategies and resources that can be utilized with advanced learning students.

Practice B

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

District Response: Teachers are implementing a new literacy and mathematics model that embed differentiation. It has resulted in our elementary schools being in the top 2% of the state for growth. All of the students are growing and we will continue to prepare teachers to understand their students' readiness, interests, and learning profile to help them maximize their potential. Our AIG specialists at the elementary and middle schools have met individually with each of the teachers to discuss the AIG students and their needs.

Practice C

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

District Response: AIG teachers and regular education teachers use a variety of supplemental materials to support teaching and learning. This includes resources from NC State Science House where teachers received professional development. It also includes PBL cases from the Wake Forest University and University of Texas- Dallas online repository. Trained teachers have lifetime access to these resources and collaborate with their colleagues around these resources in order to reach learners.

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: Our district continues to shift to a constructivist paradigm in which the students own their own learning. The students have their own data goals and are able to be involved extensively with problem-based, project-based learning, seminars and hands-on engagement activities.

The district is currently working within a \$2 million dollar Mathematics and Science Partnership (MSP) grant (recently expanded) that allows our teachers to be able to teach mathematics in a more rigorous and real world applicable PBL way. Our students are engaged in both problem-based and project-based learning. Our partners include the medical school at Wake Forest University and the University of Texas-Dallas. We also have paid for 6 of our teachers at the middle school to complete AIG certification training through Duke University. This is an extensive training that has prepared many of our teachers to employ challenging, rigorous, and relevant curriculum to gifted students. We also employed a middle school AIG math teacher and an AIG ELA teacher that worked with all AIG students at the middle school this past year. We have an elementary AIG literacy specialist and a fifth grade AIG mathematics specialist.

Practice E

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: Teachers work together through grade level and/or subject area teams to create common formative assessments. This data is reviewed within PLC meetings though the Data Feedback Strategy and then informs future instruction. Teachers also use this data to design their flexible groups which are done daily during math blocks in the K-5 environment.

Practice F

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

District Response: As our work increases with the partnerships we have built our teachers are becoming more skilled in creating their own lessons or PBL cases. We encourage our teachers to create their own and then build on this by taking advantage of our partnerships like WFU/UTD that provide ongoing coaching to our teachers. This consistent support helps our teachers feel confident in creating lessons that are scaffolded, student centered and inquiry-based. There is a large focus on the work being student centered and based on individual students' needs, therefore, allowing teachers to really meet the needs of the AIG student if they are performing above grade level. Enrichment can clearly be seen in the design time of PBL cases. When it comes to the social and emotional needs of our students the PBL and inquiry-based environment provides consistent focus on

their social and emotional needs. Teachers are trained to view and design everything through the 5 standards of quality instruction that include social support for student achievement and substantive conversations.

Practice G

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

District Response: B.H. Tharrington, our primary school (K-2) has a strong nurturing program in which students are identified early from teacher teams and inventories (Math benchmarks and mClass) in their classrooms. Kindergarten students must be reading on a Level C or above on the beginning of the year reading assessments. 1st grade students must be reading on a Level E or above on the beginning of year reading assessment. 2nd grade students must be reading on a Level N or above on the beginning of the year reading assessment.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: AIG teachers, other teachers and support staff are all participants in weekly and consistent PLC groups within each school and some are a part of district wide teams. Through the PLC protocols the curriculum is analyzed to help gain a stronger understanding of what is truly expected of our students. Teachers share lessons and the team will analyze the student work samples to gain ideas for differentiation, assessment and continued growth. As teachers continue to develop differentiated resources they are housed in our learning management system, Schoology. This is a resource we have transitioned into, last year we focused primarily on middle and high school with elementary school being the focus for the 2016-2017 school year. Teachers are able to share their resources across the school and district by using Schoology, as well as their professional development that happens authentically in the weekly PLCs.

Practice I

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

District Response: All AIG students have DEP plans in place throughout the district. In the fall AIG parents and families are invited to the schools to discuss the AIG program. At this point families can discuss their child's DEP with the AIG teacher, regular classroom teacher and support staff.

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Ideas to Strengthen the Standard: For the upcoming year we would like to work with our AIG teachers to train them in both problem-based and project-based learning. Many of our teachers have been trained in this framework because of our MAPSS MSP grant. The grant requires that we utilize our trained teachers to build capacity throughout our schools and district. Through our current PLC model, as well as professional development days we will be able to grow our AIG teachers with this resource.

Schoology will also support our teachers by housing all resources in one common (shared) space. We have already begun to develop folders that are shared throughout the district that house resources like PBL cases.

Sources of Evidence: *PLC Meeting Agendas and attendance documentation (showing AIG teachers are a part of the consistent meetings)

Additionally, these documents show that formative and summative assessments are being developed and data is assessed during these purposeful meetings. Teachers are using PLC protocols like a DFS (data feedback strategy) to analyze and learn from the data- then impacting their future instruction.

*Resources like student reports from our subscription to NEWSELA that allow our teachers to differentiate instruction and provide articles at higher lexile levels for our AIG students

*Access to the WFU/UTD online repository of problem-based and project-based cases for teachers to utilize with students- these cases allow for students to learn through the inquiry-based learning model

*Teachers have developed their own problem/project-based cases which we are housing in our new learning management system (Schoology) to ensure that collaboration and sharing of resources is happening throughout schools and district.

*Lesson plans used in our K-2 nurturing program at our primary school which helps meet the needs of those students that are working at higher levels

*STEAM activities completed by our STEAM teachers that work within all 4 schools serving students in areas like coding, web-based design, etc...

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: I am not AIG certified but heavily depend on a team of multiple teachers who have AIG certification. Each year we continue to add teachers in the AIG certification program with Duke University in order to build capacity within our district. As a curriculum leader for the district as a whole I oversee many different areas. However, I have a strong background in teaching and learning with experience in all spans K-12. In addition, I currently serve as the administrator over the MAPSS MSP grant that focuses on quality instruction, problem-based learning, project-based learning and leadership with our K-8 teachers. I am also currently working on my Doctoral degree in Educational Leadership. ~ Penny Willard

Practice B

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

District Response: Consistent monitoring and revisions to the curriculum are occurring through AIG meetings, PLCs, planning periods and summer trainings. The AIG specialists meet together with regular ed teachers to make sure that AIG students are being served well all day/every day. Our online Learning Management System, Schoology houses all of these resources for consistent access by all in the district K-12.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Many of our teachers have now been certified through the extensive AIG training program we offer through Duke University. These teachers have worked with other teachers to begin putting effective support structures in place for AIG students. For the upcoming year there are already AIG professional development events scheduled that will focus specifically on AIG students and ways to support them. Additionally, we will be serving an additional 12 teachers through the MAPSS MSP grant that focuses on problem-based and project-based learning with a high focus on math content knowledge and leadership. The PBLs and inquiry-based environment also supports differentiation

within the classrooms, ensuring teachers are serving AIG students to meet their needs. Additionally, the district is going to utilize Rick Cortlight for providing professional development for our AIG teachers, as well as, meeting with our AIG parents.

*It is also important to note that our teachers receive learning from each other during our weekly PLC meetings where teachers focus on compacting.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: AIG students are placed with general education classrooms, not all of these teachers are AIG certified. However, in 3rd-5th grade our AIG students are served through pull-outs where they go to the AIG teachers (AIG math and AIG ELA) on a daily basis. The AIG teachers communicate with the general education classroom teachers consistently and join in PLC meetings. In the 6-8 setting we have AIG certified teachers in all 3 grade levels for general education and provide an AIG ELA teacher for all AIG students. Most all of our AIG students in 7th-8th grade receive advanced learning through the offering of our Math I course, which provides high school content and course credit. In the high school setting students are offered advanced courses which are taught by teachers certified to teach AIG or Advanced Placement (AP) coursework. We provide our teachers the opportunity to be certified through the Duke AIG certification program.

Practice E

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

District Response: The district's strategic plan, the school's SIP plan and the AIG processes and procedures are nicely aligned. The feedback received from PD sessions has been positive on the surveys completed by teachers. The PD is differentiated for teachers based on need. There has been and continues to be extensive training in the understanding of data to help drive instruction, technology usage, literacy intervention and enrichment strategies, designing effective units differentiated for learners, etc...Many of the quality strategies are used on a weekly and therefore consistent basis through our PLC meetings.

Last year we were able to train 10 teachers and a district leader through the MAPSS MSP grant which focuses on math content, problem-based/project-based learning and leadership. This learning was also brought to PLCs and our annual STEAM Institute (PD day) in order begin building capacity within our regular ed teachers.

Middle school teachers have been chosen and received AIG training through Duke University. We continue to provide this training opportunity each year with additional teachers being trained. Through PLCs teachers have also been trained on differentiating units for the AIG students. AIG certified personnel have shared best practices through PLCs and planning periods.

Practice F

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

District Response: We have implemented common planning periods and common PLCs so that AIG teachers work closely with core teachers to provide continuous support for AIG students.

Ideas to Strengthen the Standard: This year we will have a new source of support for our secondary (6-12) teachers in the area of math. Our MAPSS MSP grant has allowed us to hire a Lead Teacher. This role will provide support in the area of planning, accessing quality resources, and quality teaching and learning practices that support all learners in our classrooms. This role will also help us build capacity because this person has been trained through the MAPSS MSP grant framework. The primary purpose of this role will be to coach teachers.

We have had some turnover again this year. It will be important to offer our new hires the opportunity to earn their AIG certification through the Duke program as well. This again will help us to build capacity throughout our district and ensure we have more highly qualified individuals to serve the needs of our AIG students.

Our AIG team meets at least 6-8 times per year. The goal is to provide professional development sessions during at least 4 of these meetings. This professional development will be provided through different sources but could include our partnership with Wake Forest University and the University of Texas at Dallas. Additionally, we would like to strengthen our partnership with Richard Childress Racing which supports our STEAM initiative and lends itself to our academic and intellectual needs of our AIG students.

Sources of Evidence: PLC agendas & attendance (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), etc...

Professional development calendar of the district-

*AIG teachers are included in literacy training in the K-8 spectrum to ensure they are providing rigorous lessons

*AIG teachers are also included in new training and experiences with MakerSpaces. A good example of this could be seen in the "field trips" we took last year to visit with 2 different schools last year that have been successful at implementing Maker Spaces that impact student achievement. A direct impact of this was seen when our 3-5 AIG teacher collaborated with the grant coordinator to write a grant that would allow the intermediate school to build a new Maker Space. The team was awarded \$3,000 from the Burroughs Wellcome grant and these materials will be purchased to start a new Maker Space for Jones Intermediate. This Maker Space will be housed in the AIG classroom and provide our AIG students with new learning opportunities, as well as provide teachers with new opportunities for learning.

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: Our AIG students are served in all schools and this includes a nurturing program in our primary school. Students in K-2 are not identified as AIG but those that are identified as needing enrichment are served on a consistent basis through pull outs. In grades 3-12 our AIG students are served in a variety of ways; the traditional classroom setting, the AIG classroom daily, or consistent pull outs. Additionally, students are offered other ways to receive enrichment that may include PBL camps and summer camps. In the middle school there are daily opportunities through SWAG (Students with Ambitious Goals) classes like Robotics, Math Counts, Culinary Arts, Show Choir, Dance Ensemble, Battle of the Books, Mock Trial, Science Olympiad, Art Showcase, etc.... Our high school setting now offers additional after school clubs in Technology, Coding, Robotics, etc... Our partnership with Wake Forest University allowed us to take a small group of 7th grade AIG students to WFU Medical School for 20 visits last year, this happened on a weekly basis. Students were able to work on math content with 1st year medical school students, gain a deeper understanding and build relationships with individuals that are in college. This was a huge success for our students and the families greatly supported this partnership.

Practice B

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

District Response: Our AIG programs are tightly aligned with school improvement plans, district wide strategic plan and goals of the AIG program. AIG teachers have access to all of the resources of the LEA which may include PBLs, electronic subscriptions like Discovery Education and NEWSELA, and iReady. Within each school we have multiple AIG team members that meet throughout the year to ensure that we are all aligned to the current goals. We also collaborate as team to learn from each other and share resources.

Practice C

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

District Response: We have updated the policies and procedures in our district to align to state

recommendations and requirements. We have also updated the handbook, website and handouts for students, parents and community. During the spring roundtable meeting with parents the new handouts were delivered and discussed. The website has been redesigned as of the spring and summer of 2016. This was partially due to the implementation of a new website provider, Edlio, but was also done to meet the requests of parents during the roundtable meeting.

Practice D

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

District Response: The services and program are shared through many venues, including principal's meetings, teacher meetings and team meetings. The plan is shared out at the public board meeting. The AIG advisory council is comprised of teachers from each school and they deliver information about the plan to their staffs in various formats; this allows them to gather input and collaborate around implementation ideas.

Practice E

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

District Response: The district has implemented vertical articulations between schools, allowing these meetings to happen quarterly. Over the last 2 years these meetings have been found to be highly beneficial to teachers, helping them to move students through new knowledge and planning that is more purposeful and aligned. The district plans to continue all vertical articulation meetings. AIG teachers are highly involved in these meetings where conversations are specific and purposeful.

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: The AIG council includes counselors, regular education teachers, AIG specialists, parents, etc. and we have discussed many aspects of the social and emotional needs to AIG students. The group believes we need to have specific training over the next year for teachers around this area. The continued implementation of the AIG council roundtable type meetings will also help facilitate these conversations.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: We work to meet the needs of all students. We have DEP plans that take very detailed data into account. An example can be seen with a 6th grade student that was served in the 7th grade classroom in the middle school. This student was also served through enrichment opportunities that were provided on a weekly basis because of our partnerships with Wake Forest University. The parents were pleased with this set up and especially enjoyed the enrichment activity that happened at night after school.

Practice H

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

District Response: This has been a continued topic of our AIG council concerning screening, services and transitioning students into the AIG program later than the initial screening. We are continuing to highlight opportunities for our students to help students find their unique gifts and talents. The middle school offers a daily SWAG period (Students With Ambitious Goals), where students self select interest groups such as Science Olympiad, Mock Trial, Culinary Arts, Show Choir, Dance Ensemble, Chess, Envirothon, etc. These opportunities encourage students to be challenged, while ensuring they go above and beyond in their learning. This is a daily opportunity, built into the schedule everyday throughout the school year in 40 minute sessions. Parents and teachers continue to give positive feedback that their AIG students have been highly challenged during SWAG groups. Of the 21 competitive teams 16 of the SWAG groups compete at the state level. This year the middle school WON the NCSSM Challenge Cup for earning the most points.

Practice I

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

District Response: Each school has extra curricular or clubs built into their day or after school activities. Students are highly encouraged to be in everything from robotics at the elementary level to culinary at the middle level and TSA at the high school level. The students can choose to be and are encouraged to participate in multiple clubs and activities. There are currently over 25 groups K-12 that allow AIG students to participate and many of these compete on a regional and state-wide level. Our partnerships with local businesses (Richard Childress Racing) and local IHE organizations (Wake Forest University) help to support these initiatives.

During the upcoming year we will initiate a new opportunity for our K-8 students to engage in a Math Fair. This will allow them to engage in their own personal interests and extend their learning outside of the curriculum only through the use of math projects. This will be explored with AIG teachers, regular ed teachers and parents in order to best meet the needs of our AIG students.

During the 2015-2016 school year we were able to partner with Wake Forest University School of Medicine through our grant partnership. We took 12 students to WFU throughout the year at night to work on math tasks with the current first year medical school students. This allowed our AIG students to have the opportunity to meet and work with college students, providing them with a unique experience. They asked questions about their futures, discussed college and built relationships with the medical school students. We did this 20 times over the course of the school year and created a highly popular event for our group that we called the Tuesday Enrichment Crew. The goal is for this same group to continue during the 2016-2017 school year, and the students will then be 8th graders. This is a small group, but a good way for our district to start a new partnership and provide opportunities for our AIG students.

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: Flexible grouping can be seen in all of our schools consistently. A good example is the flex groups that happen at both elementary schools daily where students are grouped and work on skills needed. This happens in both math and ELA content areas. At this time there are also additional support staff in the classrooms to help teachers facilitate this process and keep students growing. This type of grouping can also be seen during our Math PBL work and allows our AIG students to be the center of their learning and impact other students as well. The PBL work is also completed in many of our science and math courses at the middle and high school level through the collaborative work teachers have completed through partnerships with Richard Childress Racing.

Ideas to Strengthen the Standard: We could improve by doing a more thorough job of communicating K-12 services across the district as students transition from 1 school to another. We already have vertical articulation meetings, however, we need to have some focused solely on AIG and empower our teachers by having them see where their students are coming from and where they are headed as they travel through our 4 schools.

We may also strengthen our teachers, administrators and support staff by educating them more about the differentiated services provided to our AIG students. This could be done through our professional development days like "Innovation Day, STEAM day and PD days at the beginning and end of the school year.

Sources of Evidence: The AIG program and services are closely aligned with our district's strategic plan, as well as school improvement plans.

The AIG services are also tightly aligned with the instructional initiatives that are priority areas within each unique school, for example, the literacy work at both the primary and intermediate schools.

Flexible grouping is used in all classrooms in K-5 and this is supported by the "flex time" that is built into the daily schedule and allows teachers to work through differentiated lessons/activities

This summer we held many enrichment camps that supported the learning of our AIG students. This included a PBL Camp, Microsoft Spark Youth Camp (Minecraft/Coding/Gaming), The Great Create Art Camp, and Camp Invention. Additionally, our MAPSS grant allows us to have 2 (1/2) day PBL

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student camp events that provide enrichment opportunities for our AIG students.

SWAG (Students With Ambitious Goals) is implemented daily in our middle school and allows AIG students to be engaged in extra curricular (academic & competitive) clubs on a daily basis. This includes Show Choir, Dance Ensemble, Robotics, Culinary Arts, Mock Trial, Science Olympiad, Twelve, Math Counts, Chess, and Battle of the Books.

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: A new partnership was developed with a small group of parents and AIG students in the middle school environment. Through an external partnership we have provided unique enrichment opportunities that were consistently provided throughout the 2015-2016 school year. Students were academically challenged, as well as socially and emotionally served through the experiences with an outside organization. This small group served as our pilot group for year 1 and allowed the LEA to gain feedback and data while also building stronger partnerships with both families and organizations.

Practice B

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

District Response: Each school has annual parent meetings held at the onset of the school year. This allows each school to share with parents how they are going to meet the needs of our AIG students. Throughout the year conferences are held with parents to continue monitoring the students' AIG goals. The LEA has district-wide sharing at board meetings, leadership team meetings and through the district's website.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

District Response: The AIG Council is active and consistent with the implementation of focus groups that meet regularly. During these meetings the LEA utilizes informal conversations to gain input and feedback around services provided to AIG students and their families. The next year will involve a more comprehensive survey for parents and students in addition to continued monitoring of the overall effectiveness of the plan.

Practice D

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

District Response: Within each school our AIG teachers, as well as school counselors continue to make positive strides to ensure that AIG families are aware of multiple opportunities for their students. All of this information is provided in students' native language if English is not their first language. An example of this communication is when we met with our pilot group of students, 7th graders, that were invited to attend Wake Forest University for a weekly enrichment experience. District administration and teachers, along with Wake Forest University representatives met with parents and students to discuss what this opportunity would provide to our AIG students. Throughout the year a central office administrator also communicated to parents on a weekly basis as students engaged in the enrichment activities around math content.

Our current partnerships through grants have allowed us to provide 3 unique opportunities for our students during the summer of 2016. A 2 day PBL camp will be offered to K-8 students and will allow students to dig deeper into their learning. During the months of June and August there will also be 1/2 day camps that focus on helping students learn through the inquiry-based learning environment. In order to inform and attract students to these events the central office administrator reached out via hand written notes, emails and phone calls to communicate the goals with parents.

Practice E

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

District Response: Current partnerships include the Surry Arts Council, Mount Airy Parks and Recreation, Wake Forest University, the University of Texas at Dallas, Surry Community College, Leader in Me, South Data, Richard Childress Racing, Mount Airy Rotary, and many other organizations. We have received grants that have already been expanded, allowing us to reach over \$2 million dollars in the last year. Through the grant partnerships our teachers are able to be trained in mathematics content, problem-based/project-based learning, Leadership and strategies specific to the accelerated learner. We are striving to continue these meaningful partnerships that will ensure our district thrives. It is important to note that all of our AIG students are impacted by the current partnerships but we have plans to continue adding more for future success.

Ideas to Strengthen the Standard: Last year we engaged in a different kind of round table style AIG parent meeting. This year we would like to implement a World Cafe style meeting with our AIG parents, community members and educators. This will allow us to build partnerships with many stakeholders and possibly brainstorm ideas to use our community businesses to provide learning opportunities for our AIG students.

We need to have more district wide AIG parent meetings that allow our parents to share ideas about:

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1) supporting your AIG student at home, 2.) resources to access, 3.) opportunities outside of the school for academic/intellectual/social growth. The plan is to have a minimum of 3 large meetings per school year.

Sources of Evidence: AIG Parent meetings sign in sheets

MAPSS MSP Grant (partnership with Wake Forest University and University of Texas-Dallas)

This partnerships also helped us to build a new partnership within WFU- I have all of the attendance sheets where 12 of our students attended weekly enrichment at WFU and worked with first year medical school students in the area of math- this was completed for 20 visit during the 2015-2016 school year

Standard 6: Program Accountability

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

Practice A

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

District Response: The written AIG plan is updated annually to monitor and document any changes of services, new goals and resources. The LEA school board is presented with the plan prior to their meeting for review and then the plan is presented to the BOE during a publicly held meeting. There is opportunity for the BOE or public to ask questions or share thoughts on the AIG plan at this time. The LEA Board of Education for Mount Airy City Schools has approved the 2016-2019 AIG plan.

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.

District Response: The curriculum director, as well as the new AIG district contact attend regional AIG meetings to stay on top of current policies and changes. Through consistent collaboration both roles work together to maintain the integrity of the AIG program for the district. This includes meeting with AIG staff approximately 6 times per year, as well as conducting parent meetings to help build stronger school-family partnerships.

Practice C

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

District Response: The curriculum director works closely with the district 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.

Practice D

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

District Response: We complete this practice by using a Data Feedback Strategy protocol for all of

our students. We specifically analyze our AIG students and ensure they are making continual and consistent growth. We develop common formative assessments and make sure they are progressing throughout each grading period so that if there is a problem we catch it early. If we can identify trends within the data that alert us to concerned growth or drop outs there is a plan put in place to address the trends.

Practice E

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

District Response: Once students are identified as AIG they remain in the program throughout their education. Each year we look specifically at AIG students to make sure they are all growing at a consistently high level. If for some reason some students are not growing we then proceed in the development of a plan of action for each individual child. This plan ensures they receive the support needed and this is built into their DEP plan.

Practice F

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

District Response: The district's central office maintains all data regarding the credentials of AIG students. All of this is shared with school-based administrators as decisions are made regarding placement that will serve AIG students.

Practice G

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

District Response: The district has focus groups, AIG council meetings, informal discussions and general surveys to gather data regarding the AIG program. During the spring of 2016 we conducted a round table style meeting with AIG parents. This meeting allowed and encouraged parents to highlight their concerns, share their feedback and help us to align our program to grow not only their AIG child but the family that supports them. We conducted round table discussions around questions like "How do you support your AIG child at home?" and "How can we help you as a parent of an AIG child?"

The districts plans on implementing a more specific survey to current AIG parents/students to continue to improve the program. The district provided all students the opportunity to fill out a specific survey on each of their classes including AIG. This survey information was shared with teachers for improvement strategies for next year.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: The AIG advisory council involves administrators, teachers and parents and through continual collaboration multiple sources of data are reviewed to ensure consistent improvement of the program. We want to make sure we are meeting the needs of our students. Recent data showed that our highly gifted students continue to seek more challenges in the area of mathematics. They are receiving the current grade level standards and most of the following years standards. This summer we are offering a problem-based learning camp for students to accelerate and continue their learning through the summer. Additionally, our students have access to an online program that will allow for personal learning through differentiation. Students will be able to proceed further based on screeners that indicate they are prepared for that level of math engagement.

Practice I

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

District Response: Our data is public and all of our AIG information lives on the AIG page of our district website.

Practice J

Safeguards the rights of all AIG students and their parents and families 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.

District Response: Each year the LEA analyzes the processes and procedures to ensure the program's effectiveness. We are closely following multiple forms of data to ensure our AIG students are exceeding expectations in growth. The Board policies, procedures, and practices have been analyzed to protect the rights of our AIG students.

Ideas to Strengthen the Standard: We need to employ more parent surveys, but specific to the AIG program instead of just parent surveys that go to all parents across the district.

During our AIG monthly meetings we need to analyze specific AIG student data like we do in regular PLCs- making the process more meaningful and rigorous for our AIG teachers.

Share, discuss and analyze AIG data with our school based administrators to ensure they see our areas of possible improvement and also areas of success.

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Sources of Evidence: AIG meeting agendas and attendance rosters

The AIG plan itself as adjusted and changes made based on program's specific needs

PLC agendas where student data is analyzed consistently throughout the year

Leadership Team agendas where both school-based admins and central office admins are analyzing data for trends and discussing best practices

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Glossary (optional):

Appendix (optional):

CopyofHoleinOneProject.pdf (*Appendix - Standard 2*)

2eqmg-mapss-grant.jpg (*Appendix - Standard 3*)

CopyofWFUTuesdayEnrichmentCrewAttendanceRosters.pdf (*Appendix - Standard 4*)

AIG Parent Meeting- April 2016.pdf (*Appendix - Standard 5*)

AgendaAIGParentMeeting-April.pdf (*Appendix - Standard 5*)

Final AIG Brochure .docx (*Appendix - Standard 5*)

Mt. Airy MSP letter.pdf (*Appendix - Standard 5*)

6-28-16 BOE Minutes.pdf (*Local Board Approval Document*)