Mount Airy City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 16-JUL-19
LEA Superintendent’s Name: Kim Morrison
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Submitted to NC Department of Public Instruction on: 19-JUL-19

Mount Airy City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, 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 2019)

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<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
<th>Other Funding</th>
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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 screening and referral processes that lead to AIG identification at all grade levels.

District Response: Mount Airy City Schools will utilize a Comprehensive Student Profile process to identify students using a set of criteria that displays their individual needs for improved personalized learning. Teachers will use the Anecdotal Records template as an initial step to assessing a child's need for possible enrichment.

This will:
*serve as the first piece of evidence in a student's comprehensive portfolio.
*be housed in the district's learning management system (LMS), Schoology for equitable access by teachers across the district.
*include evidences that demonstrate student learning, abilities and potential, which will be collected by teachers to develop a comprehensive student profile.
*will allow the district team paired with school representatives to make an informed decision of identification for every child that demonstrates a need for additional services in the area of giftedness.

Listed below are the evidences that may be used to develop a child's comprehensive student profile at every level. Mount Airy City Schools is organized into 4 schools serving a designated age level at each.

It should also be noted that Mount Airy City Schools will use the universal screener, the CogAt for all students at the end of the 2nd grade. Students that transfer into the district and exhibit evidences (from the process described above) that require another data point to identify giftedness will have the ability to be tested using the CogAt for their distinct grade level.

Kindergarten - 2nd Grade Evidences
*Reading levels (Dibels and TRC)
*Math levels
*Kindergarten Entry Assessment
*Above grade level work samples
*Anecdotal records from teachers (excitability)
*Anecdotal Records Template will be used (click to view the form)
(A completed AIG Anecdotal Records Template Example will be provided for teachers to use as an exemplar of the documentation)
*Other assessments (iReady, Imagine Math, Easy CBM)
*Formative and summative teacher made assessments
*WIDA for ELs

3rd - 5th Grade Evidences
CogAt (administered Spring of the 2nd grade year to inform for 3rd grade)
Reading levels
BOG
EOG
Math levels
Above grade level work samples
Anecdotal records from teachers (excitability)
Anecdotal Records Template will be used (click to view the form)
A completed AIG Anecdotal Records Template Example will be provided for teachers to use as an exemplar of the documentation
Other assessments (iReady, Imagine Math, Easy CBM)
Formative and summative teacher made assessments
Check-ins
WIDA for ELs

6th - 8th Grade Evidences
Writing and reasoning
CogAt (as needed for individuals only)
Reading levels
BOG
EOG
Math levels
Above grade level work samples
Anecdotal records from teachers (excitability)
Anecdotal Records Template will be used (click to view the form)
A completed AIG Anecdotal Records Template Example will be provided for teachers to use as an exemplar of the documentation
Check-ins
WIDA for ELs

9th -12th Grade Evidences
EOG/EOCs
Above grade level work samples
Anecdotal records from teachers (excitability)
Anecdotal Records Template will be used (click to view the form)
A completed AIG Anecdotal Records Template Example will be provided for teachers to use as an exemplar of the documentation
WIDA for ELs
PSAT/PreACT/SAT/ACT

**Practice B**
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.
**District Response:** The potential to identify a students' giftedness will begin in Kindergarten, however, full AIG identification will not occur until the end of 3rd grade. At any grade level, MACS teachers will begin the collection of evidences, if they determine a student is exhibiting attributes of giftedness. The accepted evidences for each grade span are listed in Standard 1A of the MACS AIG plan. This process will be known as the building of a Comprehensive Student Profile and should include a comprehensive collection of both qualitative (assessment data) and quantitative (anecdotal notes from observations) artifacts that demonstrate the child's abilities and potential in the area of giftedness. Qualitative data may also include a parent recommendation if they believe they have observed giftedness in their child. As evidences/artifacts are collected, teachers will work collaboratively with the Multi-Tiered System of Support (MTSS) team including school administration to assess how to best serve the child at their individual point of need. During this process, teachers must communicate the evidences and needs of the student with the parent/guardian. The team evaluation of the student profile will result in a service plan, which can include the diverse AIG services listed in Standard 2A of the MACS AIG plan.

Each school must ensure students have multiple entry points for AIG identification if a child does not place in the AIG program at the end of 3rd grade:

In order to identify after the initial AIG placement (end of 3rd grade) schools and teachers will:
* Always begin the process through the development of the Comprehensive Student Profile process (as noted above in 1A).
* Consistently monitor and document student learning to assess signs of giftedness and individual needs
* Beginning with 4th grade- Analyze student performance through common assessments as markers for academic abilities (EOGs, EOCs, NCFEs, ACT)
* Maintain student profiles that have been started in earlier grades to advocate for a child's abilities in the area of AIG but not yet placed in the AIG progress. These will live in the cumulative folder.

Non-Negotiables to Meet Annually Across the District:
A pool of potential student candidates will be developed at the end of each school year within each school. This will ensure that teachers are consistently monitoring for the needs of our students as they mature developmentally at each age level.

At the end of school year teachers will submit their potential candidates, with their rationale. The receiving teachers of the potential candidate(s) will be provided with the list and rationale to serve as an initial step towards the Comprehensive Student Profile process.

Referral process (annual reviews)
* Teacher submissions
* School-based team discussion

Current Aptitude Assessment Tool:
* CogAt will be utilized as a universal screener to all 2nd graders in the Spring of each year
* Assessment data point to identify students new to the district or missing the data point

Differentiated Education Plan (DEP) will be:
Practically, all newly identified AIG students K-12
*renewed each year by the end of the 1st quarter
*Must be communicated home to parent/guardian and receive signature of approval annually
*Parents must be offered a personal conference regarding the DEP annually

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

District Response: The implementation of the Comprehensive Student Profile process will ensure that teachers are assessing every student through the use of anecdotal records. Through this process students individual abilities should be noted in the day-to-day learning, rather than focusing solely on minimal benchmark or summative assessments. The implementation of the Anecdotal Records Template will also help teachers to analyze and reflect on each student's abilities and individual needs.

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

District Response: The district will utilize the CogAt as a universal screener for all students during the Spring of 2nd grade. In order to identify students throughout the years as they developmentally mature and exhibit signs of giftedness at their own pace the district will offer the Cog-At on an as-needed basis to assess students. This will ensure the district is identifying students that may have moved into the district after the 2nd grade assessment window and did not transition with AIG identification status.

The referral process may be used at any time by the following stakeholders:

Parents- If a parent/guardian believes their child is in need of additional services to meet their individual needs and/or exhibits signs of giftedness they may refer the child for AIG identification. A parent/guardian should make this referral to the child's teacher, which will require the teacher to begin the process with the MTSS team. The identification criteria remains the same and the parent referral is an additional component to the child's Comprehensive Student Profile portfolio.

Teachers- A teacher may recommend any student for AIG identification based on their collection of the data through their completion of the Comprehensive Student Profile process. This can happen at any point in the school year. Teachers will use the student profile to formally present the student's needs to the MTSS team and serve as the advocate for the child.
Practice E
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large.

District Response: In order to inform all stakeholders, Mount Airy City Schools will publish all of the AIG Plan within the district’s website, under Teaching and Learning. A separate section for AIG is located on the home page of this department. This page will also include infographics that clearly show the identification process to both internal and external stakeholders.

In addition, the district will communicate with the following stakeholders:

School Personnel:
Annual professional development will:
* ensure that teachers and administrators understand where all AIG resources (including the Comprehensive Student Profile forms) are located within the district's learning management system (LMS), Schoology for equitable and consistent access across the district.
* help teachers and administrators remain well-educated around the process of identification and building of the Comprehensive Student Profile
* be provided through MTSS training will help teachers better understand how to differentiate for learners' individual needs
* Be provided by the AIG specialist throughout times such as PLC meetings and staff meetings, as well as annually during district wide events like STEAM Institute.

Parents/Families:
Family Education and Information Sessions will be held within each school annually to disseminate AIG information at each school level:
* These meetings must occur by the end of the 1st quarter of each school year.
* All DEPS must be completed by the end of the 1st quarter of each school year and may serve as a talking point during the family sessions. This information session can serve as a springboard for key conversations around family support of the gifted learner. Parents may also elect to schedule a conference to discuss the DEP at a later date.

BHT (K-2nd) meeting focus:
Explain the identification process and building of the student profile.
Explain the nurturing program and how students are served

Practice F
Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

District Response: Teachers will develop a Comprehensive Student Profile for students exhibiting signs of giftedness; this will happen at any grade level needed to best serve all students. The profile will serve as a comprehensive collection of evidences that support the child's needs for differentiation, therefore meeting them at their point of need.

The Comprehensive Student Profile will:
*be housed in a green folder within the student’s cumulative folder
*ensure that district wide the teachers from year to year and school to school identify the AIG information
*be shared with parents/families during things like parent/teacher conferences, IEP meetings and AIG nights.
*after identification, the green folder will also contain a copy of the DEPs (current and historical).

The Comprehensive Student Profile will contain:
AIG 1- known as the Anecdotal Records Template
AIG 2- known as Assessment Data Sheet
AIG 3- known as Student Placement Record
AIG 4- known as the Differentiate Education Plan (DEP)- current and historical copies
AIG 5- known as Revision of Services

**Ideas for Strengthen the Standard:** Mount Airy City Schools previously was only identifying students using a fixed set of criteria. We have realized this process did not allow us to capture every child for identification. Our school district also has many transient students that travel between other local school districts, therefore, these students are not always identified at the point of CogAt administration. The implementation of the Comprehensive Student Profile process will require educators to look at the whole child's needs for differentiation. Educators will be forced to document how students exhibit giftedness throughout multiple points, rather than simply using summative assessments (EOGs, reading levels).

Most importantly the implementation of the Comprehensive Student Profile will ensure that we are providing all students with multiple entry points for gifted services. Every child develops at different rates and they will not all exhibit their need for differentiation/enrichment at the same grade level. It is our duty to always be looking for these signs and then serve as advocates for our students.

**Sources of Evidence:** *Identification process framework for the district, now known as the Comprehensive Student Profile
*AIG family night agendas
*Family meeting sign in sheets
*Family meeting publications
*Agenda from AIG Team meetings throughout the year
Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Kindergarten - 2nd Grade (BH Tharrington Primary):
Pull out services through the nurturing program that may include:
*Inquiry-based learning with problem/project-based cases
*Math Fair
*Differentiated assignments within the regular education classroom, designed by the classroom teacher
*Opportunities for differentiation may include the following:
*Guided reading groups
*Flex groups (all content areas)
*Across grade level work with inquiry-based learning (problem/project-based learning cases)

3rd - 5th Grade (Jones Intermediate School):
*Pull out services through the AIG classroom with services provided by the AIG specialist
*Advanced math coursework provided through virtual streaming services with a Mount Airy Middle School math teacher providing core math instruction. This ensures the district is meeting House Bill 986 - *Enrollment in Advanced Math Courses
*Differentiated assignments within the regular education classroom, designed by the classroom teacher
*Opportunities for differentiation may include the following:
*Guided reading groups
*Flex groups (all content areas)
*Across grade level work with inquiry-based learning
*Engagement in academic-based club activities at the school:
*Battle of the Books (reading competition) or similar programming
*5th grade Band
*Robotics Club

6th - 8th Grade (Mount Airy Middle School):
*Advanced math coursework provided through virtual streaming services with a Mount Airy High School math teacher providing core math instruction.
*This ensures the district is meeting House Bill 986 - Enrollment in Advanced Math Courses
*Differentiated assignments within the regular education classroom, designed by the classroom teacher
Opportunities for differentiation may include the following:
* Guided reading groups
* Flex groups (all content areas)
* Across grade level work with inquiry-based learning
* Engagement in academic-based club activities at the school, available through 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 Schools (NCVPS)
* NC School of Science and Mathematics (NCSSM)
* 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, available through NCASA
* Entrepreneur Competition (local based competition with external partners)
* Richard Childress Racing Internship with Engineers

Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: Mount Airy City Schools believes that AIG instructional programming should be an extension of their learning within the standards, allowing them to think deeply and develop critical thinking skills. In addition, the district believes AIG programming will:
* provide students with differentiated work, not more work
* reflect the district's STEAM and Global frameworks
* Ensure AIG learning experiences are focused on developing students as critical thinkers and problem solvers with a global perspective for learning.
* align with the district's efforts to support all students through the use of Balanced Literacy.
* align to allow Dual Language Immersion (DLI) students the same opportunities for differentiation within the DLI classroom environment.
* be aligned to the district's Strategic plan, which incorporates Lead, Innovate and Serve
* support middle and high school students through access to extended coursework opportunities where applicable through Career and College Promise (CCP), North Carolina Virtual Public Schools (NCVPS) and the North Carolina School of Science and Mathematics (NCSSM).

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

**District Response:** Teachers will be intentional during planning for all lessons. Through the use of district wide initiatives teachers will utilize common planning, professional learning communities (PLC) and the Multi-Tiered System of Support (MTSS) to use data that informs instructional practices to best serve all students. This will include anecdotal data from classroom observations, common formative assessments, benchmarks, NC Check-Ins and assessment data from resource interventions such as iReady or Istation.

All of this data will be utilized to plan for flexible reading groups that ensures the Balanced Literacy Framework facilitates the learning for all learners.

The daily instructional schedule will have a differentiated plan for student learning during flex times at the K-5 level. AIG identified students at the 4th and 5th grade level will attend AIG class during this flexible time, therefore learning in the AIG environment. In order to maintain the students' growth the AIG teacher and regular education classroom teacher will formally communicate during PLCs after each NC Check-In. This will occur three times per year to assess progress. At the secondary level, students will receive interventions and enrichment during what is known as the Innovation Block (6th-8th) and YES/Bear time (9th-12th).

**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:** AIG district wide meetings will be held with district leaders and AIG contacts/specialists to communicate new regulations related to gifted education. This team will also collaborate to consistently monitor, assess and reflect on AIG programming. AIG contacts/specialists will then communicate updates to appropriate staff at all schools. These meetings will happen 5 times per school year.

The district's AIG coordinator and at least 1 AIG teacher will attend the annual North Carolina AIG Conference to stay current with policy updates, instructional practices and access to resources to support gifted education. The district coordinator will also collaborate with regional AIG leaders and the North Carolina Department of Public Instruction (NCDPI) to collaborate and maintain a source of support and vetted resources for our gifted population.

Non-Negotiables:
During the first quarter of each school year, there will be professional development (PD) focused on the delivery of differentiated services and instruction. During this PD, teachers will collaborate around best practices as they develop the yearly DEPs.

Beginning of Year AIG processes will require the following:
* AIG student rosters will be communicated to teachers serving identified students, administrators and instructional support staff before the 1st day of each school year.
* Potential candidates for AIG identification should be shared with teachers of record.
*Identification of AIG Contacts/Specialists within each school must be named annually due to role or school assignment changes.

BHT- 1 Curriculum Facilitator and 1 teacher
Jones- 1 Curriculum Facilitator and 1 AIG teacher
MAMS- 1 School Counselor, 2 AIG teachers
MAHS- 1 School Counselor

**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:** AIG update meetings will be held with district leaders and AIG contacts/specialists to communicate new regulations related to gifted education. AIG specialists will then communicate updates to appropriate staff at all schools.

Transition meetings between schools during transition years will occur annually at the end of each school year. These will be facilitated by the curriculum facilitators and assistant principals at the K-8 level. AIG specialists and school counselors must be in attendance for these meetings. Transition meetings will correlate with the district's vertical articulation meetings, which are prioritized and happen three times per year.

Transition periods
*2nd grade to 3rd grade (BHT to Jones)
*5th grade to 6th grade (Jones to MAMS)
*8th grade to 9th grade (MAMS to MAHS)

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** The AIG district team includes counselors, regular education teachers, AIG specialists, parents, etc. We have discussed many aspects of the social and emotional learning needs for our AIG population. The district has addressed SEL for all learners through our Social Emotional Learning (SEL) Task Force, which meets monthly to best meet the SEL needs for all learners. Many of our AIG district team members are also a part of the SEL task force. This professional learning is consistent and allows our team members to learn from external resources, which include nurses, therapist, mental health professionals, social workers, and professionals from governmental agencies like Juvenile Justice.

Xello, our online resource for students to personally plan around their education and career goals provides a unique service to all students. Through this personal plan, students may complete learning style, career and personality assessments that allow them to identify their own strengths, skills and interests. This information allows teachers and instructional support staff to better understand students' needs, serve the whole child and support their SEL needs.
Practice G
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response: We work to meet the needs of all students through personalized planning. We have DEP plans for every AIG identified student, which ensures that we are meeting them at their point of need. Acceleration opportunities include streaming coursework from 1 school to another school within the district. Recent examples include three 5th grade students that needed advancement into 6th grade math. Through the use of streaming equipment this group of students streamed into the middle school math class daily from their intermediate school. Another example included two 8th grade students that needed to attend Math II; they streamed daily into the high school course from their middle school environment. Credit by Demonstrated Mastery opportunities are communicated home to all families through the website, as well as letters sent home.

At the middle school level, we offer Math I in 8th grade, which provides all of 8th grade math, as well as the Math I curriculum. At the high school level, students have opportunity to self-select coursework that is advanced and personalized to their personal interests and skill. At the high school level the school counselor and community college liaison (on school campus) works with students to align opportunities that include coursework through Surry Community College (provided through Career and College Promise) and the North Carolina School of Science and Mathematics (NCSSM). In the physical environment at our high school, students have the opportunity to attend NCSSM coursework daily through streaming services. Through our partnership with SCC our students can participate in coursework on the college campus (about 15 minutes away from our high school) or engage in online coursework. Lastly, our students have access to North Carolina Virtual Public Schools (NCVPS) for additional coursework opportunities.

Practice H
Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

District Response: This has been a continued topic of our AIG district wide team concerning screening, services and transitioning students into the AIG program later than the initial screening. The implementation of the Comprehensive Student Profile will help our district better serve students at all points within their educational careers. We are continuing to highlight opportunities for our students to help students find their unique gifts and talents. Beginning in 4th grade our school counselors and curriculum facilitators provide information to families for those identified as candidates for the Duke TIP program opportunities. TIP’s 4th-6th grade Talent Search allows students to access a blend of free resources, as well as paid opportunities that families may select for their child. For families that may be economically disadvantaged they may receive financial support by proof of
free/reduced lunch status. The middle school offers a daily Innovation period, where students self select interest groups such as Science Olympiad, Mock Trial, Culinary Arts, Show Choir, Dance Ensemble, Chess, Envirothon, etc. These opportunities encourage all students to be engaged and challenged, while ensuring they go above and beyond in their learning. In addition, at both middle and high school levels students have the opportunity to extend their learning through Career and Technical Student Organizations (CTSO). Both schools now have a very strong presence of HOSA (Future Health Care Professionals) and these groups have made it to the National competition level for the last 2 years. At the elementary level our district has employed extra curricular clubs through the use of our 21st Century Community Learning Center grant. Through this grant opportunity our students can receive daily after-school services (free for all) which includes clubs. At the elementary level our clubs have already included Battle of the Books, Ukulele, Running Club, and Leader in Me-Lighthouse Committee for Students. At the middle school level students may engage in Battle of the Books, as well as other Innovation Block groups.

**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 instructional 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. All 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. Most recently, our district has added HOSA (Future Health Care Professionals) to the middle school as a Career and Technical Student Organization (CTSO). This helps to start a foundation.

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.
Ideas for Strengthen the Standard: Our district understands the value in flexible grouping practices and continues to add to these times to facilitate growth in our students. Examples of this include the flex times, Innovation block and YES time throughout the K-12 environment.

Throughout every opportunity of PD our district leaders also try to ensure that we speak the same language and promote the same message. Every child, regardless of their needs must have a personalized learning experience. Lesson plans, whether in the regular education classroom or the AIG classroom must be differentiated to meet the needs of all learners. We are also responsible for this work.

We must continue to add additional Career and Technical Student Organizations (CTSO) for students to engage in extra-curricular learning experiences that support student interest, creativity, critical thinking and new experiences.

Sources of Evidence: CTSO offerings for students
Transition meetings agendas from Vertical Alignment meetings K-12
Accelerated course opportunities discussed with students and families
SEL Task Force meeting agendas
Standard 3: 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. PBL allows students to apply content and skills to real world scenarios, which builds for a stronger understanding and the ability to transfer their learning. These resources are housed on our learning platform, Schoology for consistent access by all teachers. During PLCs the standards are also reviewed 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. Through consistent collaborative measures our teachers are utilizing tiered rubrics and modified assignments based on personal needs of students to make the learning more meaningful and effective. In some courses, especially math, teachers are compacting the curriculum to teach more than 1 year’s worth of standards during the course of a regular school year, i.e. Math I. We also provide subject acceleration for students needing advanced coursework primarily in the areas of Math and ELA. Daily scheduling includes subject enrichment opportunities through flex time where students have the opportunity to attend AIG pull-out services at Jones, gain personalized learning through enrichment, extension or acceleration. At the middle school level students have daily access to the Innovations Block for enrichment opportunities in Career and Technical Student Organizations like HOSA or FLL. In addition, they can revisit their core teachers to work towards personal goals for academic learning needs. At the high school level, they have a similar set up called YES time, which is daily and also offers ACT prep time.

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: MACS will utilize diverse tools to assess student learning styles and deliver instruction that is personalized, relevant and aligned with instructional purpose. This will include the following tools within each grade span.

K-2: Nurturing classes, small group instruction/pull out, PBL, STEAM
3-5: Tiering through practices such as: PBL entry documents/learning outcomes, taxonomy based lessons, Socratic seminar, learning menus/playlists, small group instruction via video lessons, STEAM

6-8 Project-Based Learning as a common practice across 6, 7, and 8th grades and across subject areas. Teachers work together to develop multi-tiered, project-based learning units across curriculum. Small group instruction according to students’ identified abilities, readiness, interests, and learning profiles are incorporated across grade levels and subjects. Xello is a college and career readiness software that will be used with 6th-8th grade students and possibly 5th graders. This initial assessment will be done in collaboration with the district's career development coordinators that help students make informed course decisions based on their interests and aspirations for post-secondary education and/or the world of work.

9-12 Xello is a college and career readiness software that will be used with 9th-12th grade students. Students’ Xello profiles will be built upon from middle school and continue throughout high school. Profiles include career matches, learning styles, personality styles, and a 4-year course plan that teachers use to inform differentiated instruction. In addition, CTE instructional practices will lead students to special certifications, which provide employability immediately after high school.

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

**District Response:** MACS will utilize the repository of problem/project-based learning cases that were developed with Wake Forest University. These PBL cases will primarily support math instruction but will sometimes provide access to science and English language arts cases. Teachers throughout the district at all levels have been trained to facilitate PBL cases within the inquiry-based learning environment. 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 future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

**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. Teachers facilitate PBL lessons that promote critical thinking and align to real world issues on a consistent basis in content area classes, as well as during AIG pull-out services. Approximately 30 teachers K-12 have been trained in inquiry-based learning through a Math and Science Partnership (MSP) grant that allowed for professional development through Wake Forest University and the University of Texas-Dallas. Teachers, including AIG teachers are using the following to
support critical thinking, creativity and collaboration:
- Socratic seminars where discussion rules are followed
- Student led learning teams
- Extension activities/projects based on student interest

Throughout the K-12 district, leaders, teachers and career development coordinators work to align guest speakers with expert knowledge of real world topics for learning experiences like Innovation Day. At the middle school level, students are exposed to these experiences approximately 2 times per month through the Career Cafe. Purposeful planning of these guest speakers and experiences also provides student choice for deeper engagement in the learning process.

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, dance and Richard Childress Racing. 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:
- Career & College Promise through Surry Community College
- Internships
- Graduation Projects

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

District Response: 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-2
iReady diagnostic (fall and spring), mClass, Dibels, TRC, IDEL (DLI version of reading assessment, teacher developed CFAs, math assessments, W-APT (Kinder)

3-5
iReady diagnostic (fall and spring), BOGs, NC Check-Ins, teacher developed CFAs, mClass

6-8
NC Check-Ins, teacher developed CFAs

9-12
Teacher developed CFAs, Pre-ACT, CCRA (Grade 10)

Grade Span
Summative Assessment

K-2
End of year math assessment, mClass, Dibels, TRC, IDEL (DLI version of reading assessment), WIDA, Access

3-5
EOGs, WIDA, Access, Read to Achieve, Extend 1

6-8
NCFEs, EOGs, EOCs, WIDA, Access, Extend 1

9-12
ACT, WorkKeys, EOCs, WIDA, Access, Extend 1, PSAT, NCFEs, CCRAA (Grade 11), AP Exams

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

**District Response:** MACS has developed a Social Emotional Learning (SEL) Task Force to empower and inform educators in the area of SEL. At the primary and intermediate levels students are provided with character education programming that supports goal setting, self-care and working with others through the Leader in Me framework. The Leader in Me framework has set the stage for the district's motto of Lead, Innovate and Serve. We see this motto as a goal for all stakeholders and encourage every child to complete 50 hours of community service each year. This provides a positive platform for socialization and giving back, while also providing students with additional supports of
community members as mentors, friends and examples of leaders. At all levels, students are engaged in problem/project-based learning cases; this provides the opportunity to collaborate with others, develop leadership skills and teachers ensure students are provided with social support. Academic-based competitive teams provide students with similar experiences at the middle and high school level.

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

**District Response:** At the primary level, all K-2 students are exposed to a differentiated curriculum through the district's STEAM framework. On a weekly basis they are served by the STEAM teacher, which engages them in hands-on, real-world investigations, which promote critical thinking and problem solving skills.

The nurturing program at K-2 provides a consistent platform of services that are offered on a weekly basis. Teachers have the ability and responsibility to recognize a students' developmental abilities, which may exhibit signs of giftedness. The Comprehensive Student Profile requirements will ensure that teachers are working to identify every child's needs and serve them at a more personalized level. A student identified as needing enrichment at this level may be served through nurturing services at BHT.

Innovation Day (district wide event) and Global Leadership Day (K-2 specific) both expose students to community partners, global/cultural awareness, career exploration, community needs, service learning and post-secondary education. Student interest can be nurtured to best prepare students for their intermediate learning experiences where AIG differentiation will be increased.

**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** All educators within MACS are engaged in collaborative and reflective practice through professional learning communities (PLC). The implementation of consistent PLCs ensures that all staff members are working through highly effective professional growth experiences that will impact student learning outcomes.

During PLCs at BHT and Jones, teachers collaborate to develop flex grouping twice daily, once in ELA and once in Math. This also requires teachers to collaborate with their grade level teams, as well as instructional support specialist, which includes curriculum facilitators, interventionists, STEAM teachers, AIG teachers and alternative learning program teachers. Within all K-8 classrooms there is a balanced literacy approach, which ensures students are receiving a blend of learning on grade level and learning at their point of need. At the K-5 level, leveled reading libraries are provided to accommodate various reading levels. The 3rd-5th grade teachers also integrate Commonlit.org and Newsela for differentiated text levels that may support English Language Arts, Science and Social
Studies. In the math classroom problem based learning is used to facilitate learning and to differentiate instructional practices. Online tools like iReady and Imagine Math are used by K-8 teachers to differentiate lessons for student need. Grades 3-12 teachers utilize the learning management system (Schoology) to differentiate instruction by assigning lessons that are specifically targeted based on student need and ability. Ongoing professional learning around Schoology occurs annually through STEAM Institute sessions, as well as PLCs and Innovation Squad sessions.

**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. Student DEPs will be updated regularly with data from various assessments and student work in order to create a comprehensive picture of student ability.

**Ideas for Strengthen the Standard:** Implementation of Xello to help the programming be more personalized and address career development.

Improved tier interventions provided for all students (Multi-Tiered Systems of Support)

Additional offerings at middle school level for Innovation Block

Social Emotional Learning curriculum and increased focus on SEL needs

**Sources of Evidence:** Xello reports
MTSS resources
Branching Minds work (ensures teachers are meeting every child at their point of need)
Innovation Block scheduling at middle school level
SEL Task Force agendas and resources
Standard 4: 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: Mount Airy City Schools district-wide lead coordinator is currently Penny Willard. She is not AIG certified but maintains the following areas within her North Carolina licensure: K-6 elementary education, K-12 Media, school administration and superintendent. In addition, she is a National Board Certified teacher. Moving into the 2019-2020 school year, Ms. Willard will be completing her Doctorate of Educational Leadership (EdD). She has served the district for 7 years and supported students and teachers at the district level for the last 5 years. Ms. Willard attends the regional AIG group meetings, as well as the North Carolina Association for Gifted and Talented annual conference, in order to collaborate with other AIG leaders and instructional specialists on a consistent basis. Ms. Willard leads all district wide AIG meetings and works closely with the district’s Chief Academic Officer, Dr. Phillip Brown.

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

District Response: Consistent monitoring and revisions to the curriculum are occurring through district wide AIG meetings (5x per year), PLCs within the schools, grade level/content area planning periods and professional development sessions provided throughout the year at events like STEAM Institute. Through school-based PLCs, our AIG specialists collaborate with regular ed teachers to make sure that AIG students are being served well all day/every day. Curriculum facilitators coupled with district leadership team members strive to provide all teachers access to vetted resources that include problem-based learning cases and foundational tools for supporting high-quality pedagogy. Our online learning management system, Schoology, houses all of these resources for consistent access by all in the district K-12.

As a district we have placed priority around social and emotional learning (SEL) for all learners, regardless of age. With this priority we have developed a SEL Coordinator position to take our SEL Task Force to the next level for a purposeful impact on student learning. Educators across the district are provided with professional learning in the areas of student mental health first aid, restorative practice (circles), trauma sensitivity based support, ACES and resiliency trainings. We also provide monthly SEL Task Force meetings for educators to work closely with partners in the field of SEL, which includes therapists, social workers, juvenile justice, nurses and counselors. One of the greatest assets our educators (teachers, administrators and counselors) have recently gained is the ability to facilitate restorative circles for “in-time” needs of our students.
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: 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. 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 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 AIG specialist and AIG certified teachers are provided with annual attendance in the local 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.

District Response: MACS provides 3rd-5th grade students with an AIG specialist who provides all AIG pull-out services for identified students receiving those services through their DEP. At the middle school level, we currently have 3 teachers that have received their AIG add-on licensure through our partnership with Duke University. These teachers work with other educators to best serve our AIG student population. Our district believes it is the duty of all educators to serve every child at their point of need, regardless of identification and this requires differentiation to occur in every classroom, all day, every day.

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 improvement plans and the AIG processes and procedures are strategically aligned. As a district, we believe in differentiation being provided by all regular education classroom teachers to best support students at their point of need. All professional development opportunities are designed to best serve every child, every day, regardless of their abilities and skills. Professional development opportunities are aligned to our
district wide initiatives that are designed to allow all educators to meet all student needs. These initiatives include our Science, Technology, Engineering, Arts and Math (STEAM) framework, Dual Language Immersion (DLI) for participating students, Global learning, Inquiry-based Learning (IBL) and The Leader in Me. Feedback is always collected following all PD received and has been positive but also allows teachers to give open ended responses. The collection of this anecdotal and qualitative data allows the leadership team to consistently monitor, reflect and revise PD services provided by internal and external stakeholders. Throughout the district, PD is differentiated for teachers/groups and schools based on need. We continue to provide 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.

Over the last 4 years we were able to train 30 teachers and multiple district leaders through the MAPSS MSP grant which focuses on math content, problem-based/project-based learning and teacher leadership. This learning continues in our weekly PLCs and our annual STEAM Institute (PD day), allowing us to continue building capacity within our schools and across the district. The district utilizes professional development opportunities like STEAM Institute to encourage teachers with AIG certification to share their knowledge with others. The AIG teachers present 45 minute professional development sessions at these events, which are held two times each school year.

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

District Response: AIG specialists and the AIG coordinator attend the NC Association for Gifted and Talented conference each year to remain current in the AIG professional learning. Additionally, the district wide team works to read and discover new resources for the gifted population. AIG specialist are encouraged to share their knowledge with each other, but also with regular education classroom teachers that are serving our gifted population. Through a partnership with Duke University our district is willing to financially support any teacher that is interested in attaining their AIG certification. Additionally, as a district we are in the process of developing a local certification program, which coupled with teachers taking the AIG certification test will provide them with support as they become AIG certified.

Ideas for Strengthen the Standard: 1234

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 trainings provided through STEAM Institute, as well as serving as presenters of learning in the area of giftedness
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 that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: Our district has focused on serving the whole child, including safety and Social Emotional Learning (SEL) focuses that ensure this priority. We have provided students (while in school) and families (parent nights) with professional learning experiences from Susan Wind with Parents Know More. This experience has supported students and their families as they engage as digital learners that are competent and safe. As a district we have also utilized our social media presence and followers that learn from our social media blasts that provide information to support academic and intellectual components.

Beginning with the 2019-2020 school year the district will develop an AIG specific newsletter that can then be distributed 4 times per year to families. This can also be communicated via social media from the district's platforms (Facebook and Twitter). This platform can be used to communicate current information to families about academic opportunities and SEL resources for gifted students. All of this information will also be included in the AIG section of the Teaching and Learning department within the district's website.

Finally, the district's SEL Task Force allows for and encourages partnerships with parents/families. External stakeholders and parents are invited to the monthly SEL Task Force meetings.

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. At the primary level, BH Tharrington will align opportunities for nurturing staff to communicate with families during events like Literacy Night and Curriculum night. At the intermediate level and middle level, Jones and Mount Airy Middle School will offer open house, curriculum night, etc….for parents to attend information sessions around AIG programming and opportunities. These nights will provide a platform for the parents to engage with teachers and AIG specialists. 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 District wide team is active and consistent with the implementation of meetings that occur 5 times per year. The team is made up of representatives from all four schools to cover K-12th grade. Parents are also invited into the AIG district team. Likewise, we have included different instructional supports from the district office team to ensure we are collaborating around diverse areas including CTE, instructional technology, not just Teaching and Learning. We have utilized partnerships with organizations like Duke TIP and invited in their scholars for improvement of the team's knowledge to consistently improve our programming. The LEA also utilizes informal conversations to gain input and feedback around services provided to AIG students and their families.

**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:** The new AIG newsletter will be provided in both English and Spanish. When parent conferences are held we provide families with a translator through our 2 English Learners (EL) teachers to ensure communication is clear and any questions may be answered. Schools utilize the EL teachers, as well as the team of Dual Language Immersion teachers to provide Spanish speaking teachers for communication with families.

**Practice E**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** Through our recent Career and Technical Education (CTE) Grade Expansion grant (as of 2018), the district has been able to prioritize CTE at the middle school level. This project allowed our district to employ a Career Development Coordinator (CDC) at the middle school level. The CDC works closely with our closest institution of higher education (IHE), which is Surry Community College (SCC). Through this partnership we are able to have students access multiple learning opportunities on the SCC campus. Students have multiple times to talk with different program areas, which helps them make better informed decisions as they prepare for course selection as they transition to the high school.

Through our CTE Advisory Council the district has developed purposeful and powerful partnerships with local business and industry partnerships. These partnerships allow students to tour real world
industry, ask questions about careers and post-secondary education requirements, and have the opportunity to develop mentorships. In addition, at the high school level students are gaining experiences through internships. Teachers have the opportunity for externships, which ensures they gain a deeper understanding of the career opportunities in our area. This also helps them to speak the same language as the real-world problem solving needed, as well as soft skills that are often noted by future employers.

**Ideas for Strengthen the Standard:** AIG specific newsletter for parents/families of gifted students

**Sources of Evidence:**
AIG Newsletters
T and L Newsletters
CTE Advisory Council meeting agendas
Attendance rosters for teacher tours and externships
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 local board of education 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 20119-2022 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 AIG district coordinator attends regional AIG meetings to stay on top of current policies and changes. Through consistent collaboration with the Chief Academic Officer and the district wide AIG team, the district maintains the integrity of the AIG program for the district. Additionally, the coordinator attends regional AIG leader meetings and the annual AIG conference to collaborate with NCDPI AIG leaders. The district AIG team meets a minimum of 5 times per year, as well as conducting parent meetings to help build stronger school-family partnerships.

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.

District Response: The AIG coordinator and the Chief Academic Officer work 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 to best support the needs of our gifted population.

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 consistent practices that support our belief in making data-based decisions. During our weekly PLCs the Data Feedback Strategy protocol is used to monitor learning 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. Curriculum facilitators and school-based administrators lead PLCs to identify trends that may alert our teams to instructional practices that may need revising for improved student learning outcomes.

The district’s director of accountability works closely with the leadership team to identify trends in summative data points (EOGs, EOCs and NC final exams). This allows each school to develop school improvement goals around

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. Our district PLC protocols and practices force all educators and leaders to analyze learning through consistent data analysis. The implementation of the new Comprehensive Student Profile process, as well as MTSS ensures that schools are looking at every child’s individual needs for learning. Consistent collaboration between teachers and instructional support staff (AIG teachers, EL teachers, curriculum facilitators) ensures that

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: 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/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

**District Response:** Mount Airy City Schools believes in collecting feedback from all stakeholders. This is done consistently through opportunities like the Superintendent's Parent Advisory Council. This same type of group is led by the superintendent for a teacher and student advisory council. Parents are also invited to join in the district-wide AIG group and take a part in the development of the new AIG plan.

In addition, students are invited to complete student surveys that encourage student voice and support professional growth.

**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 every student every day.

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. We are striving to enrich and challenge our students by adhering to the new HB for advanced mathematics. As a district, we have purchased streaming equipment to allow our students to stream into the next level math course at one of our other schools. For example, we have 5th graders streaming into the middle school for 6th grade math. Another example was for 2 eighth grade students that streamed into the high school daily for Math II. These are examples of AIG programming that allows our district to review, analyze and revise for improved AIG services. Through these services we can review data from student learning but also data from student surveys, student interviews, parent interviews and teacher interviews.

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

**District Response:** Mount Airy City Schools AIG Coordinator will disseminate the evaluation information to the public through information sessions including monthly board of education meetings, AIG district wide team meetings, which include parent representatives. The plan, with updates will be published to the MACS website, under Teaching and Learning and AIG. At the school level, parent nights will also be used to communicate the AIG program and revisions.
**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. With the implementation of our Comprehensive Student Profile coupled with MTSS, every child will be monitored for their individual needs. Identification will occur more thoroughly by allowing teachers to look at the whole child and how they exhibit signs of giftedness.

Parents retain all rights to request their child be assessed for AIG identification. Once a child is identified as AIG they always retain this status, however, a parent can request their child no longer be served. If a school team meets with the parent and it is decided that a child needs to pause or stop their AIG services it is the parent's right to make this decision in the best interest of their child.

**Ideas for Strengthen the Standard:** Our district growth in the area of facilitating learning through the lens of developing others through a data driven and evidence-based environment has proven beneficial to both children and adults. All professional learning is authentic, timely and based on "what do we know?" in order to make the next step. Ongoing common formative assessments are used for our gifted students to consistently monitor learning and drive instruction. This includes teacher made common formative assessments, as well as NC Check-Ins. Summative assessment data is also collected and analyzed to help inform stakeholders as annual school improvement goals and plans are developed to ensure growth for all learners.

We must continue to with surveys, specifically to students as well. Student surveys allow our students to have a voice in their learning experiences and provide our teachers with qualitative data that can help them continue improving for student learning outcomes.

**Sources of Evidence:**
AIG meeting agendas
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
Glossary (optional):

Appendix (optional):
AIG Anecdotal Records Template Example.pdf  (Appendix - Standard 1)
AIG Anecdotal Records Template.pdf  (Appendix - Standard 1)
AIG Individual Student Assessment Data for Placement.pdf  (Appendix - Standard 1)
AIG Placement Record.pdf  (Appendix - Standard 1)
Jones DEP.pdf  (Appendix - Standard 1:3)
MAMS DEP Template 2019-20.pdf  (Appendix - Standard 1:3)
MACS Promise of SEL- SEL Taskforce.pdf  (Appendix - Standard 2:4)
Reaching Students of Poverty Beyond the School Day- NCPAPA November 16, 2018 Conference Presentation.pdf  (Appendix - Standard 2:5)
40 Hour Project- FCD C. Alexander.pdf  (Appendix - Standard 5)
Mount Airy Business Advisory Team April 3, 2019.pdf  (Appendix - Standard 5)
Submission Copy of CTE Grade Expansion RFP 2018-19 Release.docx.pdf  (Appendix - Standard 5)