

Overview: Mission/Vision Statement and Funding

Mount Airy City Schools (862) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Dr. Kim Morrison

* LEA AIG Contact Name:

Willard, Penny - pwillard@mtairy.k12.nc.us ▼

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

For 2022-2025, the Mount Airy City Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

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

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 92,000.00	* \$ 1,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Mount Airy City Schools (862) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

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. School counselors will be reviewing transfer students records within the first month of the school year to have students on identification watchlist as they onboard to our district.

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.

K-2nd grade evidences

1. mClass DIBELS composite score
2. Math Universal Screener (Imagine math*)
3. Kindergarten Entry Assessment
4. Above grade level work samples Anecdotal records from teachers (excitability)
5. 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)
6. Formative and summative teacher made assessments
7. WIDA for ELs

3rd-5th grade evidences

1. CogAt (administered Spring of the 2nd grade year to inform for 3rd grade)
2. Reading levels
3. BOG
4. EOG
5. Math levels
6. Above grade level work samples
7. Anecdotal records from teachers (excitability)
8. Anecdotal Records Template will be used (click to view the form)
9. A completed AIG Anecdotal Records Template Example will be provided for teachers to use as an exemplar of the documentation
10. Other assessments (Imagine Math*)
11. Formative and summative teacher made assessments
12. NC Check-ins
13. WIDA for ELs
14. Classroom leadership (Student Lighthouse; Service learning)

6th -8th grade evidences

1. Writing and reasoning (example NWEA- MAP)
2. CogAt (as needed for individuals only)
3. Reading levels

4. BOG
5. EOG
6. Math levels
7. Above grade level work samples
8. Anecdotal records from teachers (excitability) Anecdotal Records Template will be used
9. A completed AIG Anecdotal Records Template Example will be provided for teachers to use as an exemplar of the documentation
10. NC Check-ins
11. WIDA for ELs

9th- 12th grade evidences

1. EOG/EOCs
2. Above grade level work samples
3. Anecdotal records from teachers (excitability) Anecdotal Records Template will be used
4. A completed AIG Anecdotal Records Template Example will be provided for teachers to use as an exemplar of the documentation
5. WIDA for ELs
6. PSAT/PreACT/SAT/ACT *or its equivalent

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities

to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

The potential to identify a students' giftedness will begin in Kindergarten, however, full AIG identification will not occur until the end of 3rd grade. Transfer students will be evaluated within the first year of their attendance of MACS. The district AIG team will be responsible for recognizing and working toward evaluating their potential for giftedness. The AIG district team will cross check with the admit/withdrawal list to ensure new students have access to identification. 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. Teachers will add quantitative and qualitative assessment evidence in Branching Minds in order for all teachers and the AIG district team to have access to the data. 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 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:completed for 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 will be offered a personal conference regarding the DEP annually.



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*** Practice C**

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

The 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. Teachers will utilize the Anecdotal Records Template as a Branching Minds template. Observations and student work samples will be stored in Branching Minds under supporting documents for the AIG team to be able to review.

At the conclusion of second grade, the cumulative student roster will include gender, race, teacher recommendation, end-of-year math assessment, CogAt, mClass, nurturing, Dual Language Immersion, English learners, EC, 504.

*** Practice D**

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

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 AIG representative at each school in order to make full identification with the AIG district 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 AIG school representative and serve as the advocate for the child.

MACS AIG district team- New enrollments will be pulled within the first month of school or during the first month of enrollment if students join later in the year. This information will be reviewed by the district AIG team to determine if students should be added to the watchlist for identification or in need of services pending their AIG identification from another school/district.

*** Practice E**

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

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's 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 Branching Minds platform 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 the 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) parent/family meeting focus: To explain the identification process and building of the student profile. To explain the nurturing program and how students are served with enrichment opportunities as needed in the K-2 environment prior to AIG identification.

Letter to the K-2 Students Regarding Interventions and Nurturing/Enrichment

Definition for this letter:

Educator: any classroom teacher, special area teacher, or staff member hired for the purpose of educating students

In Mount Airy City Schools, students are assigned to a teacher, but all educators in the building work to help them succeed. As needed throughout the year, students may learn with other educators through flex grouping. This may mean the child learns in his/her classroom with an educator or is pulled from the classroom to work with an educator.

Students grow and learn at varied paces and flex grouping allows each child to be met at his/her point of need. Student needs differ across subject areas, grade levels, and over weeks throughout the year. Students may display a need for interventions to help them master skills or a need for enrichment to grow in their learning for a specific unit or subject area. As student needs change, grouping may change to best support the learner. No academic identifications (such as exceptional children (EC) or academically and intellectually gifted (AIG) is given to a child through the use of flexible grouping. Flexible grouping also does not indicate that a child will continue to learn through flex grouping with specific educators in the building.

When your child mentions learning with Teacher A or Teacher B, do not be alarmed but know that your child's needs are being met through flexible grouping. If you ever have questions or concerns about your child's learning, please reach out to your child's classroom teacher.

*** 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.

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 evidence that supports the child's needs for differentiation, therefore meeting them at their point of need.

The Comprehensive Student Profile will:

*be housed in Branching Minds with anecdotal records being stored as Supporting documents, which are curated by classroom teachers

*ensure that district-wide the teachers from year to year and school to school identify the AIG information

(Jones) AIG teacher will meet with grade level teachers within the first 2 weeks of the school year to discuss identified students. Mount Airy Middle School (MAMS) and Mount Airy High School (MAHS) AIG rosters will be shared with teachers and curriculum facilitator within the first 2 weeks of each semester.

*be shared with parents/families during things like parent/teacher conferences, IEP meetings and AIG nights.

*After identification, the DEP will be housed in Branching Minds.

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 Differentiated Education Plan (DEP)- current and historical copies
- AIG 5- known as Revision of Services

*** Ideas for Strengthening the Standard**

Mount Airy City Schools previously were 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. Schools will pass watch lists to the next school to ensure no child being monitored for giftedness falls through the cracks.

Planned Sources of Evidence

- * Identification process framework for the district, now known as the Comprehensive Student Profile
- * AIG family night agendas and sign in sheets
- * Family meeting publications
- * Agenda from AIG Team meetings throughout the year

Documents

Type	Document Template	Document/Link
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AIG Standard 1 Additional Resources	N/A	
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Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

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Kindergarten - 2nd Grade (BH Tharrington Primary):

Pull out services through the nurturing program that may include the following:

- Inquiry-based learning with problem/project-based case
- Differentiated assignments within the regular education classroom, designed by the classroom teacher
- Opportunities for differentiation may include the following Guided reading groups and flex groups (all content areas)
- Across grade level work with inquiry-based learning (problem/project-based learning cases) that may be strengthened with STEAM teacher experiences

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

- 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
- Math Fair
- Recipe Fair
- Figurative Language Fair
- Differentiated assignments within the regular education classroom, designed by the classroom teacher
- Opportunities for differentiation may include the following Guided reading groups and flex groups (all content areas)
- Across grade level work with inquiry-based learning
- Advanced-level novel studies
- Enrichment through hands-on STEAM learning experiences
- Engagement in a variety of clubs including academic-based club activities at the school that have some opportunities for academic competitions (i.e., Battle of the Books)

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

- Advanced Math, English, Science, and History coursework
- Advanced coursework through North Carolina Virtual Public School (NCVPS)
- Advanced coursework provided by streaming into the high school
- This ensures the district is meeting House Bill 986- Enrollment in Advanced Math Courses
- Differentiated assignments within the regular education classroom, designed by the classroom teacher
- Opportunities for differentiation may include the following Guided reading groups and flex groups (all content areas)
- Across grade level work with inquiry-based learning
- Engagement in academic-based club activities at the school, including academic competitions available through NC Association for Scholastic Activities (NCASA)

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

- Advanced math coursework (Honors, AP) provided by Mount Airy High School highly qualified teachers. This ensures the district is meeting House Bill 986- Enrollment in Advanced Math Courses

- Advanced math coursework provided by external service providers: North Carolina Virtual Public School (NCVPS), Surry Community College (SCC)
- College-level coursework for credit will be made available through Career and College Promise programming
- Differentiated assignments within the regular education classroom, designed by the classroom teacher
- Engagement in academic-based club activities at the school, including academic competitions available through NC Association for Scholastic Activities (NCASA)
- Entrepreneur Competition (local based competition with external partners), also known as YES Surry
- Work-based learning experiences (internships, apprenticeships, job shadowing)



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*** Practice B**

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

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.

One-on-one meetings are utilized to personalize academic plans, as well as balance a challenging curriculum with social and emotional well-being. Progress reports are used to monitor academic, behavioral, and social/emotional progress with AIG students in grades 3-5.

Xello, our online resource for 6-12 students to personally plan around their education and career goals provides a unique service to 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 C**

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

Mount Airy City Schools believes that AIG instructional programming will meet individuals at their point of need for advanced learning, including 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 the Science of Reading
- 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 advanced course work in the school building or may use Career and College Promise (CCP), North Carolina Virtual Public School (NCVPS) and the North Carolina School of Science and Mathematics (NCSSM)

*** Practice D**

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

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 Imagine Math/Language & Literacy or MClass. All of this data will be utilized to plan for flexible reading groups that ensures the Science of Reading 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 Club Wednesday (9th-12th). The district has implemented the use of interventionists at the K-8 level to help address learning gaps for all learners as a result of the COVID-19 pandemic. Our gifted learners have access to these interventionists as needed during flexible group working times.

*** Practice E**

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

AIG district wide meetings 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.

All DEPs will be developed and communicated with parents/guardians by the first week of November. The annual meetings for Jones, MAMS and MAHS will be held by this deadline with a goal of better understanding the AIG programming, resources and their child's specific services in the area of AIG.

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.

Include reviewing transfer students in the first month of the school year to have students on identification watchlist

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 instructional support staff to support nurturing services

Jones- 1 Curriculum Facilitator, 1 AIG teacher and 1 Micro-School virtual teacher

MAMS- 1 School Counselor, 2 certified AIG teachers

MAHS- 1 School Counselor

*** Practice F**

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

AIG update meetings 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.

Parent/Family Information will be shared with greater intentionality:

From 2nd to 3rd grade- What is nurturing? 2nd grade students took a CogAt test, this is a factor of AIG identification but not a guaranteed admission into AIG. Students are not identified in AIG until the end of 3rd grade at Jones.

From 5th to 6th grade- A rising 6th grade Family Night to inform AIG families of the opportunities for advanced studies and enrichment at the middle school level.

At the high school level, the school counselor will facilitate a Rising 9th Grade Family Night to help introduce families to the advanced learning opportunities offered at Mount Airy High School.

Transition periods

2nd grade to 3rd grade, which is BH Tharrington Primary (nurturing only) to Jones Intermediate School

5th grade to 6th grade, which is Jones Intermediate School to Mount Airy Middle School

8th grade to 9th grade, which is Mount Airy Middle School to Mount Airy High School

*** Practice G**

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

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 one school to another school within the district. Copy and paste the advanced coursework now offered at MAMS.

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 course work 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**

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

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. The middle school offers a daily Innovation period, where students self select interest groups through NCASA competitions as well as other academic competition opportunities. 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.

*** Practice I**

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

Each school has extracurricular activities or clubs built into their instructional day and/or after school activities. Students are highly encouraged to participate in STEAM-related extracurricular activities at all levels. All students can choose 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 historically have included help to support these initiatives. 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 and develop a foundation for their work towards our district's goal of ensuring that every child has the opportunity to lead, innovate and serve. During the last year we initiated a new opportunity for our 3-5 students to engage in a Math Fair and Recipe Fair. This new opportunity will continue and 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/caregivers in order to best meet the needs of our AIG students.

Students also have the opportunity to engage in the Science Fair at the 3rd through 12th grade level. This is supported by Brittany Branch, digital learning coach and Science lead teacher for K-12. At the high school level, YESurry entrepreneurship competition and Interact is open to all students at the 9th-12th grade level and encourages leadership, community service, business and community partnerships and critical thinking with problem solving.

*** Ideas for Strengthening the Standard**

As our district aims to continue growing after the COVID-19 pandemic we must address learning gaps in all learners. It is imperative that all educators improve their instructional practices to differentiate and address where learners, even our gifted population, may have developed gaps within their learning. We also know that well planned differentiation will support learners at all levels and may allow those with gifted capabilities to explore and develop new skills, which may lead to identification. We also believe as a team that it is important to better communicate with all teachers and instructional support regarding those that are identified; we must continue to support and encourage them as they get older and take more advanced coursework at middle and high school level. The social and emotional needs are critical and compounded by COVID. In addition, gifted students need support around developing as learners, organization,

time management, stress from heavy course loads, school/work/social life balance and many other components that impact their development. Every educator that is responsible for serving them should help to monitor and support them as needed with the understanding of the multifaceted needs of the gifted learner.

Planned Sources of Evidence

- * Rising 3rd Grade Family Night agenda, sign-in sheets, feedback from event/survey
- * Rising 9th Grade Family Night agenda, sign-in sheets, feedback from event/survey
- * Sample developed DEPs for students
- * Staff designed videos for all high school clubs

Documents

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

Standard 3: Differentiated Curriculum and Instruction

Mount Airy City Schools (862) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

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. More importantly, all teachers have every child's academic and SEL related data housed in the Branching Minds online platform. This ensures that every student's Multi-tiered systems of support (MTSS) are addressed consistently, while also providing access to vetted interventions that can be used to differentiate instruction and meet all students at their point of need.

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, Club Wednesdays allow students the opportunity to participate in clubs, CTSOs, and NCASA organizations to extend and enrich curriculum. Club Wednesdays also include options for standardized test prep and career and college preparation/exploration. High school students are also presented with information regarding NC Governor's School, Camp Med, NCSSM's Summer Ventures, and other programs and opportunities to continue learning outside of the classroom.

*** 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.

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 use of Branching Minds, which will tier students based on current academic data and Xello, a career development and academic planning software that allows students to develop a comprehensive profile to inform instruction.

K-2: Nurturing classes, small group instruction/pull out in flex groups, inquiry-based learning lessons, Science-Technology-Engineering-Arts and Mathematics (STEAM) lessons

3-5: Students are challenged through inquiry based learning. Through our program, students have access to problem-based learning, cooperative learning opportunities, digitally enhanced instruction, novel studies with advanced level text, higher level math content, math journaling, STEAM based instruction, STEM Scopes, and hands-on learning opportunities.

6-8 Inquiry-Based Learning as a common practice across all grades and content areas. Teachers will 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.

Teachers will utilize knowledge from professional development directly related to evidence-based resources including but not limited to the Science of Reading (LETRS), Branching Minds, NC State Science House and Panorama (SEL). AIG teachers and regular education teachers use a variety of supplemental materials to support teaching and learning. It is important to note that Branching Minds, serving as the hub for all student data sets also provides teachers with a vetted activities and interventions to support individual students.

*** Practice D**

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

Our district continues to shift to a constructivist paradigm in which the students construct their own learning within our Science, Technology, Engineering, the Arts and Math (STEAM) framework. 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. Even greater, our students at the K-5 level engage in student-led conferences where they are able to communicate their growth and learning to their parents/caregivers. Teachers facilitate inquiry-based 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. The following practices are also used:

-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 (CCP) college level coursework through Surry Community College

-Internship coursework that provides real-world experience, course credit and potential to lead into future employment.

-Advancement Via Individual Determination (AVID) is a non-profit organization that provides professional learning for educators to close opportunity gaps and improve college and career readiness for high school and middle school students, especially those traditionally underrepresented in higher education. At the high school level, the AVID team will support all learners by extending their reach through class meetings, counseling services and

-YESurry is the

*** Practice E**

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

Teachers use ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

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

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

Grade Span Formative assessment

K- 2nd Grade levels:

Imagine diagnostic (fall and spring),

mClass, Dibels 8, IDEL (DLI version of reading assessment, teacher developed CFAs, math assessments, W-APT (Kinder)

3rd- 5th Grade levels:

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

6th- 8th Grade levels:

Imagine Math Diagnostic, NWEA Map Diagnostic, NC Check-Ins, teacher developed CFAs

9th-12th Grade levels:

Teacher developed CFAs, Pre-ACT, CCRA (Grade 10), Credit by Demonstrated Mastery

Grade Span Summative Assessment

K-2nd Grade levels

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

3rd- 5th Grade levels:

EOGs, WIDA, Access, Read to Achieve, Extend 1

6th- 8th Grade levels:

NCFEs, EOGs, EOCs, WIDA, Access, Extend 1

9th-12th Grade levels:

ACT, WorkKeys, EOCs, WIDA, Access, Extend 1, PSAT, NCFEs, CCRAA (Grade 11), AP Exa

*** Practice F**

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

MACS has developed a Social Emotional Learning (SEL) and Equity 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. Both BH Tharrington Primary and JJ Jones Intermediate have achieved the designation of “Leader In Me Lighthouse School.” At all levels, students are engaged with inquiry-based learning experiences around the STEAM framework; 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. Lastly, at the Kindergarten through 8th grade level, our students are supported through the Positive Behavioral Interventions and Supports framework. Upon entering the high school there will be an opportunity for additional support through the AVID programming.

*** Practice G**

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

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 K-2 STEAM teacher also collaborates with classroom teachers to provide opportunities for co-teaching, which can enhance the STEAM experience.

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. In addition, all rising 1st through 3rd grade students are offered opportunities to attend a variety of summer enrichment experiences (SEE) sessions, as well as including opportunities like Dual Language Immersion and the Summer Bridge Academy.

* Practice H

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

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 specialists, 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. All K-5 teachers are participating in LETRS training, which will help better prepare teachers so that they may reach each student 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 Imagine Language and Literacy as well as Imagine Math are used by K-8 teachers to differentiate lessons based on student need. Grade K-2 teachers use the learning management system (Seesaw) to provide differentiated instruction by assigned lessons based on student needs. 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 Digital Teacher Leaders (DTLs) professional development sessions. The intention of the DTLs, as well as the new Advanced Teaching Roles (ATR) grant will allow our district to build capacity within our educators and feel well supported to differentiate successfully.

The district also recognizes that some of our AIG-identified students have academic and SEL needs that require additional support outside of the traditional school environment. As individual situations arise, students may be supported by the NC EdCorps mentors that work closely with school administrators, classroom teachers, counselors and the social worker to develop support plans that aid students and families in need of resources.

*** Practice I**

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

All AIG students have DEP plans in place throughout the district which is housed in Branching Minds for documentation. 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. Regular reports will be sent home to parents for updates on their student's progress. Adjustments to a student's AIG DEP services will be made as needed throughout the school year.

Students begin developing their Xello profiles in 6th grade, and continue to build their profiles throughout high school. Xello student profiles include interest inventories, learning style and personality assessments, course selections, career interests, and other details regarding academic and career development. Students, staff/faculty, and families have access to Xello profiles to inform academic and postsecondary planning and instruction.

*** Ideas for Strengthening the Standard**

Through our district's new Advanced Teaching Roles grant, the PIVOT project will be implemented during the 2022-2023 school year. A master teacher leader of MTSS and differentiation has been selected and will be supporting the 3-5 teachers with improved practices for developing strong interventions. Additionally, there will be 12 master teacher leaders and 1 multi-classroom leader across the district to support co-teaching, modeling of instructional practices and co-planning as needed. These teachers will continue with their current roles but develop stronger partnerships to build capacity within for ongoing professional development and coaching to improve teacher self-efficacy and improved student learning outcomes.

Planned Sources of Evidence

* Master schedules for schools- demonstrating enrichment times and advanced course offerings

* Sample of MTSS tier and plans within Branching Minds for a gifted student

* Student work samples from AIG programming at Jones

Documents

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

Mount Airy City Schools (862) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

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 2022- 2023 school year, Ms. Willard will be completing her Doctorate of Educational Leadership (EdD). She has served the district for 10 years and supported students and teachers at the district level for the last seven 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. In such a small district, Willard also works closely with the highly-qualified AIG specialist at Jones Intermediate School, Jodi Wilmoth, as well as the administrative teams at all four schools.

*** Practice B**

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

Consistent monitoring and revisions to the curriculum are occurring through district wide AIG meetings (approximately 8 times 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, instructional specialists, student services personnel, and school administrators.

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

The AIG specialist and AIG certified teachers are provided with annual attendance in the local AIG conference. They also have the opportunity to attend regional professional development 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.

MACS provides 3rd-5th grade students with an AIG specialist, Jodi Wilmoth, who provides all AIG pull-out services for identified students receiving those services through their DEP. During the 3rd grade year, the AIG specialist pushes into classrooms, completes student observations and collects qualitative and quantitative data sets to help the team make well-informed decisions regarding AIG identification at the conclusion of 3rd grade. At the middle school level, we currently have 3 teachers that have received their AIG add-on licensure. 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**

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

As a district, Mount Airy City Schools utilizes the strategic plan, specifically with a goal of recruiting highly qualified and diverse staff, while also retaining and reinvigorating our current staff. The Human Resources department paired with teaching and learning team members and school admin. teams work to actively recruit diverse and highly qualified teachers; this includes attending job fairs with institutions of higher education. The district also utilizes the social media presence with a following of 5,000 on Facebook alone. The Executive Officer for Communications utilizes the website, Facebook, Twitter and Instagram accounts to inform stakeholders about AIG programming as well as any job postings needed throughout the district.

*** Practice F**

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

AIG specialists and the AIG coordinator 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. We are also committed to supporting teachers that strive to attain their gifted licensure add-on by completing a program through an institution of higher education (IHE) or through workshops to prepare for the state licensure exam. District tuition 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.

* Practice G

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

The district's strategic plan, 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, Apple partnership to support 1:1 iPads at K-12, 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...In addition, 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.

*** Ideas for Strengthening the Standard**

*AIG teachers are included in literacy training in the K-5 spectrum to ensure they are providing rigorous lessons
*AIG teachers are also included in new trainings provided through STEAM Institute, digital teaching and learning, Apple training, etc...as well as serving as presenters of learning in the area of giftedness
The Advanced Teaching Roles grant (PIVOT) project will ensure that every school has capacity builders on each site to support ongoing professional learning, coaching, co-teaching and modeling of instructional practices that will result in improved student learning outcomes.

Planned Sources of Evidence

- * PLC agendas and attendance rosters (AIG teachers are working with other educators consistently)
- * AIG teachers are included in protocols to grow teachers such as peer observations, data feedback strategy, unpacking of standards (curriculum)
- * Professional development calendar of the district-

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

Standard 5: Partnerships

Mount Airy City Schools (862) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Our district has focused on serving the whole child, including safety and Social Emotional Learning (SEL) focuses that ensure this priority. 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. Starting with the 2022-2023 school year, through our Digital Learning Impact grant the district will be moving towards a new digital citizenship curriculum for all learners. This communication will be shared with all stakeholders, including students, educators, and parents/caregivers. This program will help us integrate key conversations around digital learning and how our student use digital tools that can impact them academically, as well as their SEL needs.

MACS will provide an AIG specific newsletter that can then be distributed 4 times per year to families with family style information that is specific to supporting the gifted learner. This can also be communicated via social media from the district's platforms (Facebook, Instagram 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. Our schools and

Executive Officer for Communication may also use School Messenger accounts combined with Schoology to push mass messages to AIG families.

Finally, the district's SEL and Equity 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**

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

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.

Middle and high school students are also offered opportunities for summer enrichment experiences that are provided at Surry Community College level. Our district has strengthened this partnership by collaborating with SCC and aligning resources to broaden students' experiences. Through the use of special funding sources like Career Accelerator grant funds, the district has been able to offer these at no additional cost to students and families.

*** Practice C**

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

The AIG District wide team is active and consistent with the implementation of meetings that occur 8 times throughout the school year. The team is made up of representatives from all four schools to cover K-12th grades. Parents are also invited to join the work of 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 local business/industry through our district's Business Advisory Council. This group provides our district with first-hand knowledge and perspective of ongoing employer needs. The LEA also utilizes informal and formal conversations to gain input and feedback around services provided to AIG students and their families. Most recently, the district collected

*** Practice D**

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

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

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

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.

Ongoing family information meetings will continue to be scheduled at least 2x per school year to keep all stakeholders well informed. The most recent meeting, Spring 2022 was held in person and the presentation was then added to the AIG section of the district website. It can be viewed with the direct link <https://4.files.edl.io/781b/06/01/22/103619->

46502dc9-7836-49ba-8b16-3e9e2e59703b.pdf.

*** Ideas for Strengthening the Standard**

We know as a district we need to communicate AIG more. We recently had a parent/family information session and answered many questions from our stakeholders. We are aiming to improve our online information, give more direct information to parents/caregivers throughout different points in the year and develop a stronger parent advisory group to reflect diversity, goal setting and overall feedback opportunities for consistent improvement.

Planned Sources of Evidence

- * Family Information meeting presentations
- * Sign-in sheets for family meetings
- * Planning calendar schedule of stakeholder meetings

Documents

Type	Document Template	Document/Link
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AIG Standard 5 Additional Resources	N/A	
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Standard 6: Program Accountability

Mount Airy City Schools (862) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

The 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 Board of Education for Mount Airy City Schools has approved the 2022-2025 district plan at the most recent meeting, June 28, 2022.

*** Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The AIG district coordinator attends regional AIG meetings to stay on top of current policies and changes. Through consistent collaboration with the Deputy Superintendent, 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 8 times per year, as well as conducting parent/caregiver family style 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.

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

*** Practice D**

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

We 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. This may also include the NC Check-Ins at grades 3-8. 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 each specific school's needs. All of the data for every student, including their personalized DEP, is housed in Branching Minds (BrM). The BrM online platform, serves as the hub for all data and ensures that every educator responsible for serving a child has 24/7 access to their current progress towards their learning goals and individual needs. This ensures specifically at the 3-5 level, both the AIG specialist and the classroom teachers all have a common understanding of every AIG identified student. The BrM platform also ensures that our district is following the MTSS process with fidelity.

*** Practice E**

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

Once students are identified as AIG they remain in the program throughout their education. Our district 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 MTS S 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 all stakeholders are working together to best support every individual gifted student.

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. This same work is reflected within their Branching Minds data.

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

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hispanic %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	17.51%
Male	---	---	9.18%	---	---	---	18.15%
Total	---	---	6.77%	---	---	---	17.84%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

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

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

*** Practice G**

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

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**

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

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**

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

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 and district level, parent and family nights will also be used to communicate the AIG program, revisions and opportunities.

*** Practice J**

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

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.

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

Process	Procedure
Informed consent for identification	

	<p>* 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:</p> <p>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 AIG representative at each school in order to make full identification with the AIG district team. The identification criteria remains the same and the parent referral is an additional component to the child's Comprehensive Student Profile portfolio.</p> <p>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 AIG school representative and serve as the advocate for the child.</p> <p>MACS AIG district team- New enrollments will be pulled within the first month of school or during the first month of enrollment if students join later in the year. This information will be reviewed by the district AIG team to determine if students should be added to the watchlist for identification or in need of services pending their AIG identification from another school/district.</p>
<p>Informed consent for placement</p>	<p>* Parents/Families: Family Education and Information Sessions will be held within each school annually to discuss the AIG information at each school level. *The sessions will be held by the end of</p>

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 the 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) parent/family meeting focus: To explain the identification process and building of the student profile. To explain the nurturing program and how students are served with enrichment opportunities as needed in the K-2 environment prior to AIG identification.

Letter to the K-2 Students Regarding Interventions and Nurturing/Enrichment

Definition for this letter:

Educator: any classroom teacher, special area teacher, or staff member hired for the purpose of educating students

In Mount Airy City Schools, students are assigned to a teacher, but all educators in the building work to help them succeed. As needed throughout the year, students may learn with other educators through flex grouping. This may mean the child learns in his/her classroom with an educator or is pulled from the classroom to work with an educator.

Students grow and learn at varied paces and flex grouping allows each child to be met at his/her point of need. Student needs differ across subject areas, grade levels, and over weeks throughout the year. Students may display a need for interventions to help them master skills or a need for enrichment to grow in their learning for a specific unit or subject area. As student needs change, grouping may change to best support the learner. No academic identifications (such as exceptional children (EC) or academically and intellectually gifted (AIG) is given to a child through the use of flexible grouping. Flexible grouping also does not indicate that a child will continue to learn through flex grouping with specific educators in the building.

When your child mentions learning with Teacher A or Teacher B, do not be alarmed but know that your child's needs are being met through flexible grouping. If you ever have questions or concerns about your child's learning, please reach out to your child's classroom teacher.

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 evidence that supports the child's needs for differentiation, therefore meeting them at their point of need.

The Comprehensive Student Profile will:

*be housed in Branching Minds with anecdotal records being stored as Supporting documents, which are curated by classroom teachers

*ensure that district-wide the teachers from year to year and school to school identify the AIG information

(Jones) AIG teacher will meet with grade level teachers within the first 2 weeks of the school year to discuss identified students. Mount Airy Middle School (MAMS) and Mount Airy High School (MAHS) AIG rosters will be shared with teachers and curriculum facilitator within the first 2 weeks of each semester.

*be shared with parents/families during things like parent/teacher conferences, IEP meetings and AIG nights.

*After identification, the DEP will be housed in Branching Minds.

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 Differentiated Education Plan (DEP)- current and historical copies

AIG 5- known as Revision of Services

Transfer procedures

*

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. School counselors will be reviewing transfer students records within the first month of the school year to have students on identification watchlist as they onboard to our district.

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.

K-2nd grade evidences

1. mClass DIBELS composite score
2. Math Universal Screener (Imagine math*)
3. Kindergarten Entry Assessment

4. Above grade level work samples Anecdotal records from teachers (excitability)
 5. 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)
 6. Formative and summative teacher made assessments
 7. WIDA for ELs
- 3rd-5th grade evidences
1. CogAt (administered Spring of the 2nd grade year to inform for 3rd grade)
 2. Reading levels
 3. BOG
 4. EOG
 5. Math levels
 6. Above grade level work samples
 7. Anecdotal records from teachers (excitability)
 8. Anecdotal Records Template will be used (click to view the form)
 9. A completed AIG Anecdotal Records Template Example will be provided for teachers to use as an exemplar of the documentation
 10. Other assessments (Imagine Math*)
 11. Formative and summative teacher made assessments
 12. NC Check-ins

13. WIDA for ELs

14. Classroom leadership (Student Lighthouse; Service learning)

6th -8th grade evidences

1. Writing and reasoning (example NWEA- MAP)

2. CogAt (as needed for individuals only)

3. Reading levels

4. BOG

5. EOG

6. Math levels

7. Above grade level work samples

8. Anecdotal records from teachers (excitability) Anecdotal Records Template will be used

9. A completed AIG Anecdotal Records Template Example will be provided for teachers to use as an exemplar of the documentation

10. NC Check-ins

11. WIDA for ELs

9th- 12th grade evidences

1. EOG/EOCs

2. Above grade level work samples

3. Anecdotal records from teachers (excitability) Anecdotal Records Template will be used

3. Anecdotal records from teachers (excitability) Anecdotal Records Template will be used

4. A completed AIG Anecdotal Records Template Example will be provided for teachers to use as an exemplar of the documentation

5. WIDA for ELs

6. PSAT/PreACT/SAT/ACT *or its equivalent

The potential to identify a students' giftedness will begin in Kindergarten, however, full AIG identification will not occur until the end of 3rd grade. Transfer students will be evaluated within the first year of their attendance of MACS. The district AIG team will be responsible for recognizing and working toward evaluating their potential for giftedness. The AIG district team will cross check with the admit/withdrawal list to ensure new students have access to identification. 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. Teachers will add quantitative and qualitative assessment evidence in Branching Minds in order for all teachers and the AIG district team to have access to the data. 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

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.

Reassessment procedures

*

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 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:completed for 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 will be offered a personal conference regarding the DEP annually.

Procedures to resolve disagreement

* 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 within the Branching Minds platform, accessible to every teacher assigned to each child. 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 Strengthening the Standard**

We must continue with feedback surveys, specifically to AIG students and families. 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. Our most recently AIG family night provided us with great insight and served as a springboard for bringing parents/caregivers back into our schools after COVID.

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. The most important and consistent professional learning comes in the form of weekly PLCs, which are 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.

Planned 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 to develop and support through professional learning


Documents

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

Local Board of Education Approval



Mount Airy City Schools (862) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/28/2022 



Original Application Submission Date: 07/15/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Mount Airy City Schools Board of Education Approval of AIG Plan 2022-2025</u>

AIG Related Documents

Mount Airy City Schools (862) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Mount Airy City Schools Board of Education Approval of AIG Plan 2022-2025
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Mount Airy City Schools (862) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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