

# MONTGOMERY COUNTY SCHOOLS



## *2010 - 2013 Academically-Intellectually Gifted Plan* *(Fifth Generation)*



*"Shaping our Future"*

# MONTGOMERY COUNTY SCHOOLS

**M**otivated to Achieve, **C**hild Centered, **S**ervice Driven

## *2010 - 2013 Academically-Intellectually Gifted Plan* (Fifth Generation)

**Approved: July 1, 2010**

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**Montgomery County Schools  
School Board Chairperson  
Steven W. Deberry**

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**Date**

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**Montgomery County Schools  
Superintendent  
Dr. Donna C. Peters**

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**Date**

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**Montgomery County Schools  
Academically/Intellectually Gifted Coordinator  
Beth Blake**

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**Date**

## Vision and Mission

Montgomery County Schools accepts responsibility for educating its students at the highest levels possible as reflected in our vision and mission statements. The Montgomery County Schools vision is ***21<sup>st</sup> Century learning and teaching for every student in a safe, nurturing environment***, and the mission is ***Montgomery County Schools will graduate globally competitive citizens by engaging in rigorous educational experiences and strong partnerships***.

To fulfill the vision and mission of the school system, the Montgomery County Board of Education and Montgomery County Schools staff members have developed a strategic plan for the purpose of addressing critical issues facing our school system. The plan is reflective of our understanding that our students need to be highly skilled to compete in today's global economy and our belief that responsibility for learning is shared with family and community.

Under the umbrella of this strategic plan falls the **2010-2013 Plan for the Education of Gifted Students** within the Montgomery County School system. Montgomery County Schools is committed to the success of all its students, while providing rigorous and engaging challenges for them. During a time with rapidly developing academic, intellectual, and technological resources, and connected to a world of endless possibilities, it is the goal of this plan to provide services to nurture and challenge the unique gifts in each of our gifted students. Our goal is to prepare them to be the dynamic thinkers and creative problem solvers of the future.

## Introduction

On July 9, 2009 the Board of Education of the State of North Carolina approved the *North Carolina Academically or Intellectually Gifted Program Standards*. (Appendix 1) These standards define six essential components of a quality program for academically and intellectually gifted learners and provide a statewide framework for "fifth generation" district plans. While the State Department of Instruction (DPI) continues to permit each local educational agency (LEA) to determine how it will identify and serve gifted student, all LEA plans for services to gifted learners must be written in response to these six program standards and the fifty-one practices that exemplify them. The six include:

- Student Identification
- Differentiated Curriculum and Instruction
- Personnel and Professional Development
- Comprehensive Programming within the Total School Community
- Partnerships
- Program Accountability

Each of these six standards has a series of practices that further define the standard. Every LEA must determine its status of service in each practice and determine whether it should be a "focused practice" –an area requiring change and improvement during the 2010-2013 cycle; a "maintained practice"- an area requiring little to no change or a "future practice" – an area that will be addressed during the 2014-2016 plan cycle.

Because of the foundation laid with the 2007-2010 "fourth generation" *Plan for the Academically-Intellectually Gifted Students*, the most important work for the "fifth generation" plan cycle is to move forward with deeper implementation and to ensure 21<sup>st</sup> century teaching. Some adjustment, revision, and additions must be made to our current practices, but for the most part we are well positioned to move forward.

Each section of the **Montgomery County 2010-2013 Plan for the Education of Gifted Students** begins with a statement of the standard, a rationale for the selection of that practice, a defined goal for improvement, a description of the practice, and description of artifacts that would provide evidence of growth towards our stated goal.

## Definition of Gifted Students

Montgomery County School defines gifted students as academically/intellectually gifted students who perform or show the potential to perform at higher levels of accomplishment when compared to others of their age, experience, or environment. Academically/intellectually gifted students exhibit high performance capabilities in intellectual areas and/or specific academic fields.

Academically/intellectually gifted students require differentiated educational services beyond those ordinary provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

## North Carolina Academically/Intellectually Gifted Program Standards

(approved by the State Board of Education July 9, 2009)

Each Standard is formatted as follows:

- Standard: The standard is a defining statement for quality, comprehensive and effective expectations for local AIG programs as categorized in Article 9B.
- Practice: The practices clarify the standards and describes what Montgomery County Schools have in place and ways to improve.

Each practice is addressed as focused, maintained, or future and will be articulated as follows:

- Focused Practice - Practices that Montgomery County Schools has identified for 2010 – 2013 AIG Program implementation.
- Maintained Practice – Practices that Montgomery County Schools has identified as services already implemented.
- Future Practice – Practices that Montgomery County Schools will address in 2013 – 2016 plan.

# Montgomery County Schools

## Academically / Intellectually Gifted Program

### STANDARD 1: STUDENT IDENTIFICATION

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

#### Focused Practices for 2010-2013 Academically – Intellectually Gifted Plan

- S1: a – Articulates and disseminates clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.
- S1: b – Employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.
- S1: g – Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parent/families.

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**S1 PRACTICE A:** This practice is a Focused Practice for 2010-2013. (Mostly Evident)  
**Articulates and disseminates clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.**

#### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program has been very successful at identifying students for the gifted program. The screening, referral and identification process that is currently in place and being used by the system is comprehensive and has been effective in meeting the needs of the majority of our students. The concern raised about the identification process is the clarity of the language, the accessibility and the communication of the information to all stakeholders.

#### **GOAL FOR IMPROVEMENT:**

To effectively communicate the screening, referral, and identification processes to all Montgomery County Schools' stakeholders.

#### **DESCRIPTION:**

The screening and referral process will be reviewed for clarity and user friendliness. The language will be examined and simplified, if necessary, in order to be more clear and concise for all stakeholders. This information will be disseminated to AIG Program stockholders through a variety of means, including: Web Page Links, Brochures, Power Point Presentations to Principals as well as at Staff Meetings, School Newsletters, Alert Now Phone messages, Parental Meetings and Surveys. It is our goal to more effectively communicate and share the screening and referral process with everyone.

## SCREENING

Screening includes all activities designed to review the general population of students to see which students need further assessment and/or eventual placement in the differentiated service continuum of gifted education. Screening procedures should be comprehensive and easy to accomplish. The basic information required for screening should be readily available for all students. Particular attention during screening should be given to potentially gifted students from traditionally underrepresented populations.

Informal screening should be an ongoing process conducted by all teachers K-12. The formal screening process begins in May and continues through the next school year with placement decisions made early in the October. Montgomery County Schools will initiate a four-step process for identification of potentially academically and intellectually gifted students in elementary, middle, and high school. The process is as follows:

1. **Grades K-12:** Young children grow and develop at different rates cognitively, physically, and socially. Some children enter school ready for tasks that require concentration and academic skills, while others enter school at a much lower readiness level. It is sometimes difficult to determine in the early years of school those students who are truly gifted academically.

However, it is possible to recognize those young children who consistently reach the expected academic benchmarks sooner than their peers, and who, at this time in their early academic careers, need educational experiences which go beyond those normally offered in primary classrooms. Montgomery County will seek to recognize and nurture young children who demonstrate exceptional mathematical and/or verbal abilities in kindergarten, first, and second grades.

Montgomery County Schools will provide students academic enrichment activities both in the classroom as well as outside of the classroom, on a periodic basis. The regular classroom teacher and the AIG Coordinator work cooperatively to provide resources and rigorous activities designed to challenge young scholars.

While the K-2 program is designed to develop the talents of all K-2 students, some students may be screened based on the ITBS, K-2 assessment data, reading lexiles, classroom performance, and/or the Learning Behavior Scale to determine if they are qualified for, or need any additional differentiated instructional services. Documentation of classroom performance will be kept by the classroom teacher and presented to the Gifted Identification Team (GIT) when the GIT meets to determine placement.

**Grades 3-8:** Each elementary and middle school will develop a local pool of students who are, possibly, in need of differentiated instruction based on grades and results from end of grade and/or alternative testing. Third through eighth grade teachers will review the Iowa Test of Basic Skills, Pre-EOG, EOG and grades to create the pool. Documentation of classroom performance will be kept by the classroom teacher and presented to the Gifted Identification Team (GIT) for evaluation. Any student taking online courses will be brought to the attention of GIT as well. Students at the end of 8<sup>th</sup> grade will be counseled regarding registration in honors, AP courses, and/or online NCVPS or community college courses.

**Grades 9-12:** Each high school will develop a local pool of 9<sup>th</sup>-11<sup>th</sup> grade students who are possibly qualified for or in need of differentiated instruction based on a score of 90<sup>th</sup> percentile or higher on End of Course (EOC) tests, an “A” average on EOC Honor level courses or a “B” on AP courses. These students will be counseled regarding registration in honors level courses, advanced placement courses, NCVPS, and Learn and Earn Online (LEO) courses.

2. Each elementary, middle, and high school will review the standard cognitive and achievement test scores for individuals scoring at the 90<sup>th</sup> percentile and higher.
3. Each elementary, middle, and high school will receive referrals year-round from teachers, parents, peers, or others, including self-nomination for differentiated services. The Learning Behavior Scale will be completed, as a part of the nomination process and alternative testing maybe administered.
4. Each elementary, middle, and high school will include a listing for students from traditionally underrepresented populations who demonstrate a high interest or performance potential in a specific academic area. Alternative assessment may be used for identification of these students.

Information collected in the screening process should lead to either further assessment, immediate placement, or to a decision that the student’s needs are best met in the classroom at this time. Students may be placed on a “wait and watch” list while the teacher continues to observe them, collect work samples, and determine whether further assessment is needed. Any further testing would be done only after informing parents/guardians and obtaining a permission to evaluate form.

It will be the responsibility of the AIG Coordinator and school AIG lead teacher to see that students are screened and evaluated on an annual schedule. Each school should choose to involve persons in addition to the teacher of the academically/intellectually gifted in the reviews and evaluation.

After the screening has been completed and a decision to provide differentiated services is made, the school-based committee for gifted education (GIT) will review the indicators and work with the AIG Coordinator to complete a Differentiated Education Plan (DEP) for each student. The team will use specific guidelines to establish service options which match the student’s needs with the appropriate option(s).

## **REFERRAL ELIGIBILITY**

The referral is the first step in the screening/placement process. Referral leads to screening and screening leads to a placement or non-placement decision. There are two ways a student may be referred for screening in the Academically/Intellectually Gifted Program.

The first screening occurs each fall when the ITBS and EOG pre-test results for third graders are reviewed. Teachers also review students’ work and add to this screening pool. In grades 4 through 8, teachers create portfolios using work samples, grades, and previous test scores to begin the screening process. Teachers may then request additional testing. After evaluating the

additional test scores, these students may be placed into the screening pool. For grades nine through eleven, 11, End of Course tests, grades, list of online courses & grades, and work samples are reviewed for referral. The second method of referral is the individual referral. A teacher, parent, or the student may complete a referral form. After evaluating the student's portfolio, alternative testing may be required. The student will then be placed in the screening pool.

No single piece of information should prevent a child from being considered for gifted services which are appropriate for the needs of that individual student. A single piece of information is, however, enough to warrant inclusion in the screening process to determine the needs of the student. For example, even with grades lower than expected, an outstanding IQ score is enough to ensure a close examination of the potential of the child and the needs of the child.

### **THE GIFTED IDENTIFICATION TEAM**

The Gifted Identification Team (GIT) at the individual school site should receive the student's referral to differentiated services in the gifted education program. Each school should have a GIT. Members of the team should include: the principal and/or designee, at least one AIG certified teacher, a counselor, one core curriculum teacher, regular education teacher, the referring teacher, and the AIG Coordinator. Additional team members could include any other teachers who are interested in the individual student under consideration.

If there is not enough information available to place the student appropriately in the initial round of referrals, the parents should be notified in order to obtain the needed permission for further testing. On the part of each principal and the board of education, every effort should be made to insure that AIG certified personnel are located or trained at each school within the Montgomery County School System. This is especially vital in the elementary level because the large majority of identifications are first made in the elementary schools.

### **GIFTED IDENTIFICATION TEAM AND THE DECISION-MAKING PROCESS**

#### **STEP 1: REFERRAL**

The first step in the decision making process is a referral. No action can be taken on any student until the student has been referred to the Gifted Identification Team (GIT) for evaluation. The referral can be as a part of the mass referrals based on testing or it can be an individual referral coming from the parent, a teacher, or a self-referral by the student.

#### **STEP 2: TEACHER EVALUATION**

Upon receiving a referral, the next step is to obtain an evaluation by a teacher who is knowledgeable of the student. The Learning Behavior Scale (Adapted from: Joseph S. Renzulli, Systems and Models for Developing Programs for the Gifted and Talented) should be used by either the present teacher or, if the referral is very early in the year, by a teacher from the previous year who is familiar with the student. For 3<sup>rd</sup> graders who score 96% or higher on the 3<sup>rd</sup> grade pretest, the 2<sup>nd</sup> grade teacher should complete the LBS if possible. (Form AIG-2)

The following scale should be used:

Very High	146 – 160
High	130 – 145
Moderately High	114 – 129

During STEP 2, the team should also decide at this point which academic area(s) (math, reading, or both) should be considered for placement.

### STEP 3: REVIEW OF AVAILABLE SCORES

During this step, the team should examine available standardized assessments to determine: 1) the level of need for the students, and 2) the test(s) which may need to be given.

It is possible that at this point a decision for differentiated services may be made. If more information is needed, the GIT should move directly to the next step.

### STEP 4: ADDITIONAL TESTING AND PERFORMANCE REVIEW

It is at this step that any additional tests needed are determined. These could include standardized achievement and/or aptitude tests.

At the same time the GIT will conduct a review of the student's performance within the classroom. Averages within the curricula areas of mathematics and/or reading should be examined along with any other indicators of need. Again, at this point, a decision for differentiated services may be possible. If still more information is needed to resolve the issue, the GIT moves on to the next step.

### STEP 5: STUDENT OBSERVATION AND WORK SAMPLE

The GIT should determine which member of the team should observe the child. Once this is decided, the observation should be scheduled with the teacher as quickly as possible.

During this step, the team will request student work samples from the teacher. The teacher should present the work samples, which, in the teacher's opinion, indicate the very highest efforts of the referred student.

The team should make a decision at this time. Three options are now possible:

1. The child's needs are best being met in the classroom at this time.
2. Above average potential demonstrated, "wait and watch" until next grading period.
3. A level of differentiated services is recommended and the student is placed in the AIG program.

If the team chooses Option One, the team has decided that the child's needs are best being met within the regular education program. Option Two requires that the student's profile be reviewed during the next grading period. Option Three requires that the committee now decide the most appropriate service option match for the student. All options require the team to complete a Summary of Individual Student Eligibility and Placement Record (Form AIG 3). Parents will be informed by letter concerning the placement decision of the team.

**PLANNED SOURCES OF EVIDENCE:**

- School and district websites  
(English to Spanish or other language translations available for all materials)
- Power Point overview for Principals and Teachers (webinar)
- School newsletters
- Alert now phone calls as necessary
- Parental meetings held for information about Gifted Education Services
- Survey Results
- Meeting Agendas

S1 PRACTICE B: This practice is a Focused Practice for 2010-2013. (Mostly Evident)

**Employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program uses multiple criteria for student identification in order to develop a comprehensive profile for each student. Several different sources are used to identify students in need of gifted services and to identify them for the program. An emphasis will be placed on examining current assessments for validity and their accuracy, or any other assessments ability, for targeting under-represented student populations.

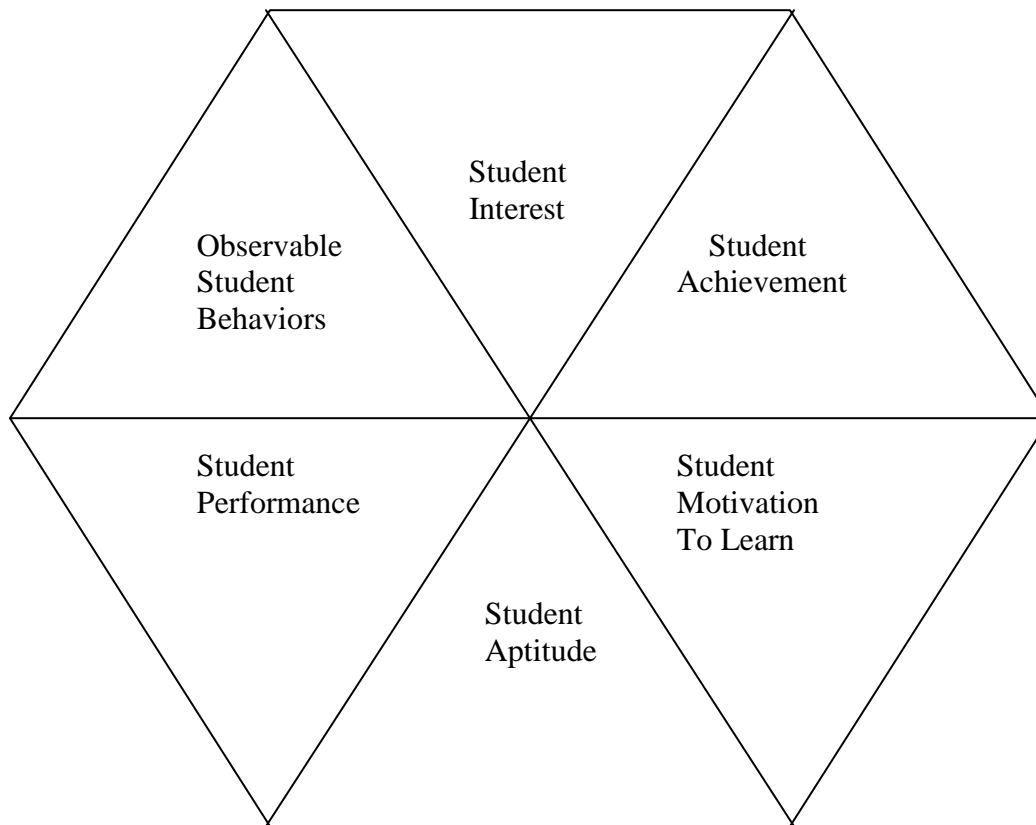
**GOAL FOR IMPROVEMENT:**

To implement measures that provide a greater prediction of student aptitude, student achievement, or potential to achieve within the AIG Program.

**DESCRIPTION:**

**MULTIPLE INDICATORS OF GIFTEDNESS**  
**Coleman, Gallagher, Harrison, & Robinson 1995**

Figure 1



Gifted is the manifestation of ability to learn well beyond the expected level of a student's peers. It can be discovered through outstanding student performance, high test scores, or through observation. These abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought. Montgomery County is committed to identifying those students with limited opportunities to learn. By providing individually appropriate differentiated services, Montgomery County seeks to address the needs of under-served populations.

- Within an indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.
- Information from any, and all, indicators may be used in matching students with appropriate service options.
- Information used from each indicator should be directly related to the service option considered. Information from specific indicators may be given priority for specific service options (e.g., math achievement/ performance advance math).

**Observable Student Behaviors**

Indicators of a student's needs for differentiation, based on hi/her observable behavior may be shown through the student's abilities in the following areas:

- Communication – Highly expressive and effective use of words, numbers, and symbols
- Motivation – Evidence of desire to learn
- Humor – Conveys and picks up humor
- Inquiry – Questions, experiments, explores
- Insight – Quickly grasps new concepts and makes connections, senses deeper meaning
- Interests – Intense (sometimes unusual) interests
- Problem –Solving – Effective, often inventive, strategies for recognizing & solving problems
- Memory – Large storehouse of information on school or non-school topics
- Reasoning – Logical approaches to figuring out solutions
- Imagination/Creativity – Produces many ideas, highly original (Frazier, 1995)

#### Student Performance

Indicators of a student's demonstrated mastery may be shown through work samples, portfolios, grades, or authentic strategies. In some cases, performance may be demonstrated outside the school area.

#### Student Achievement

Indicator of a student's knowledge may be shown through a standardized test score (90<sup>th</sup> percentile or above), and the End of Grade/End of Course test may be used as a reference. Achievement may also be reflected on criterion-referenced tests designed by teachers.

#### Student Aptitude

Indicator of a student's capacity for learning involves reasoning, problem solving, memory, etc. Aptitude may be shown through an IQ score or demonstrated abilities.

#### Student Interest

Indicator of a student's focus areas and/or curiosity may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through a student's participation in extra-curricular activities.

#### Student Motivation to Learn

Indicators of a student's commitment to pursue experiences may be shown through school and/or outside-of-school activities. With some students, this area may be muted by unfavorable environmental or experiential circumstances. For these students, who have often been called "underachievers" an individual case study may be important to reflect the student's specific areas of need.

#### **PLANNED SOURCES OF EVIDENCE:**

- Student portfolio Learning Behavior Scale
- Student AIG folder
- AIG Plan Matrix
- Score on most recent EOG or EOC assessment
- Aptitude Score
- Notable Teacher Observations
- Student Interest Survey (optional)
- Online Courses

## MCS PLAN 2010-2013

### S1 PRACTICE C: Maintained Practice (Mostly Evident)

**Administers both non-traditional and traditional standardized measures that are based on current theory and research.**

#### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program will continue to use all means possible to identify students who need differentiated instruction as long as the measures are based upon current educational theory and research. The tools in *Practice B* describe both traditional and non-traditional means currently in practice to identify students for the AIG Program. The AIG Coordinator will continue to monitor and stay abreast of current research and make use of best practices as it pertains to effective measures of giftedness in students.

#### **PLANNED SOURCES OF EVIDENCE:**

- Student AIG folder
- Learning Behavior Scale
- Scores on most recent EOG or EOC assessments
- K-2 Assessment
- Teacher Assessment
- Notable Teacher Observations
- Interest Survey
- Online Courses

### S1 PRACTICE D: Maintained Practice (Mostly Evident)

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

#### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program is committed to maintaining a diverse cross section of students within its program, which accurately reflects the rich diversity of the community that Montgomery County Schools serves. It will continue to use screening and identification procedures that are sensitive to those students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. An emphasis will be placed on maintaining a strong representation of these groups that sometimes go unidentified or under-represented for gifted services. Each elementary, middle, and high school will include a listing for students from traditionally underrepresented populations who demonstrate a high interest or performance potential in a specific academic area. An alternative assessment may be used for identification of these students.

#### **PLANNED SOURCES OF EVIDENCE:**

- Individual school's listing of traditionally underrepresented populations of students.
- List of those who have been placed in the program.
- Stakeholder survey requesting feedback on a range of topics, including inclusiveness of the MCS AIG screening and referral process.
- Matrix of AIG

## MCS PLAN 2010-2013

### S1 PRACTICE E: Maintained Practice (Mostly Evident)

**Ensures consistency in implementation of screening, referral, and identification processes within the LEA.**

#### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program is committed to maintaining a richly diverse group of students within its program and the only way to maintain diversity is to ensure that the screening, referral, and identification process is consistently maintained across the system. Steps and procedures have been clearly outlined for the purpose of identifying every student in need of AIG services. The MCS AIG program will continue to educate teachers and parents about the identification process and monitor its implementation across the LEA.

#### **PLANNED SOURCES OF EVIDENCE:**

- The AIG County Coordinator serves as Chair on all Gifted Identified Teams (GIT) to ensure consistent rational and interpretation of Gifted Plan.
- Completion of the appropriate paperwork, including the forms outlined in this document.
- Student AIG folders
- Meeting Agendas

### S1 PRACTICE F: Maintained Practice (Mostly Evident)

**Establishes written policies that safeguard the rights of AIG students and their parents / families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.**

#### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program believes that all students deserve the best learning environment for their own specific needs; therefore AIG Program is committed to maintaining fair and consistent policies and procedures for students and parents/families. The AIG program will review, revise, and maintain as needed its written policies, concerning Student Identification in order to safeguard student rights, including due process, identification, placement, reassessment, transfers, and resolving disagreements.

#### **PLANNED SOURCES OF EVIDENCE:**

- Student AIG folders
- Forms and procedures
- Plan descriptions

### S1 PRACTICE G: This practice is a Focused Practice for 2010-2013. (Mostly Evident)

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

#### **RATIONAL FOR SELECTION:**

The Montgomery County AIG program will continue to utilize documentation that explains the identification process and service options for individual AIG students. The review of these processes and the options available to students and their families is consistent with program efforts to maintain open communication and shared responsibility for all stakeholders.

#### **GOAL FOR IMPROVEMENT:**

To further develop documentation that explains the identification process and service options for individual AIG students and implement an annual review process with parents/families.

**DESCRIPTION:**

**SERVICE DELIVERY OPTIONS**

A menu of services will be available at each grade level. The services a student receives and the way they are delivered will depend upon his/her learning needs, subject area, whether other students need the same service, etc.

The services available to identified AIG students will differ from one student to another, depending on the grade level of the student. Students in the K-2, 3-5, 6-8, and 9-12 areas may have different services.

Services in the K-2 level may be any of the following:

- Individualized instruction or assignments.
- Flexible grouping within the regular classroom.
- Cross grade level instruction.
- Cluster grouping.
- Grade skipping.
- Consultative Services.

Services in the 3-5 level may be any of the following:

- Individualized instruction or assignments.
- Flexible grouping within the regular classroom.
- Cross grade level instruction.
- Cluster grouping.
- Grade skipping.
- Consultative Services.
- Enrichment Program.

Services in the 6-8 level may be any of the following:

- Cluster grouping (math or language arts).
- Acceleration (math or reading).
- Flexible grouping within the regular classroom.
- Enrichment Program.
- Grade skipping.
- Consultative Services.
- Distance Learning Lab.

Services in the 9-12 level are all managed by placement in the honors, AP, or distance learning/online classes.

**SERVICE OPTION MATCH**

The service option match is the process of matching students with the appropriate service delivery options. This should be done using the guidelines for placement specific for each option and the information collected relative to student needs during the screening and referral process.

When determining the appropriate service delivery options for academically and intellectually gifted students, the Gifted Identification Team (GIT) should carefully analyze the student's current level of performance, as well as documentation of the student's progress within the regular education program. Information should match the placement option to ensure the student's needs are taken into account. The Service Delivery Options section outlines specific guidelines for various option decisions. At the time of placement, the Gifted Identification Team will match

# MCS PLAN 2010-2013

appropriate service delivery options to individual student needs. Service options will be specified for each student and appropriate documentation will be completed.

Note: Screening and Identification may be abbreviated if the student is exhibiting uniquely outstanding gifted characteristics recognized by the Gifted Identification Team (GIT).

## GRAPH OF AIG PLACEMENT GUIDELINES BY GRADE

Grade	Guidelines
K – 2 <sup>nd</sup>	<p>Should meet 3 of the following guidelines: (see K-2 Screening Guidelines)</p> <ul style="list-style-type: none"> <li>• Evidence of reading and/or math two grade levels above current level</li> <li>• 90<sup>th</sup> percentile or higher on individual aptitude test</li> <li>• Learning Behavior Scale 130 or higher score</li> <li>• Teacher recommendation based on observation and supporting documentation based on accountability portfolios of work- samples showing high ability</li> </ul>
3 <sup>rd</sup> – 5 <sup>th</sup>	<p>Should meet 4 of the following guidelines:</p> <ul style="list-style-type: none"> <li>• “A” average in reading and/or math maintained in classroom</li> <li>• 90<sup>th</sup> percentile in reading and/or math on achievement test or 96<sup>th</sup> percentile on 3<sup>rd</sup> grade fall semester achievement test in reading and/or math</li> <li>• Aptitude score of 90<sup>th</sup> percentile or better</li> <li>• Teacher recommendation based on observation and supporting documentation of work samples showing high ability</li> <li>• Learning Behavior Scale 130 or higher score</li> </ul>
6 <sup>th</sup> – 8 <sup>th</sup>	<p>Should meet 4 of the following guidelines:</p> <ul style="list-style-type: none"> <li>• “A” average in reading and/or math maintained in classroom</li> <li>• 90<sup>th</sup> percentile in reading and/or math on achievement test</li> <li>• Aptitude score of 90<sup>th</sup> percentile or better</li> <li>• Teacher recommendation based on observation and supporting documentation of work samples showing high ability</li> <li>• Learning Behavior Scale 130 or higher score</li> <li>• Distance Learning Coarse grade “B” or above in Foreign Language, Algebra, or Science class</li> </ul>
9 <sup>th</sup> – 12 <sup>th</sup>	<p>Should meet 3 of the following guidelines:</p> <ul style="list-style-type: none"> <li>• 90<sup>th</sup> percentile on EOC tests</li> <li>• An “A” average in EOC course (or at least a “B” average in honors level, AP level, or LEO courses</li> <li>• Learning Behavior Scale 130 or higher score</li> <li>• 90<sup>th</sup> percentile on aptitude test</li> </ul>

**MONTGOMERY COUNTY SCHOOLS  
ELEMENTARY SERVICE DELIVERY OPTIONS  
GRADES K-2**

LEARNING ENVIRONMENT	GUIDELINES
<b>Flexible Grouping Within a Regular Classroom</b> Students will be grouped Within a regular education classroom as needed based on ability and/or Interest	<p>Discretion of teacher (based on observations, alternative assessments, and other collective data)</p>
<b>Cluster Grouping of Gifted Students</b> Students will be grouped by interest and/or ability to study	<ul style="list-style-type: none"> <li>*Evidence of reading and/or math two grade levels above actual grade</li> <li>*90<sup>th</sup> percentile or higher on individual aptitude test</li> <li>*Learning Behavior Scale (130 or higher)</li> <li>*Teacher recommendation based on work samples that demonstrate higher ability performance</li> </ul> <p>* If 3 out of 4 guidelines are met and GIT does not recommend placement, then the student placement should be referred to AIG Coordinator for final decision.</p> <p>* In some cases the Gifted Identification Team (GIT) may recommend a placement even if three guidelines are not met if there is strong evidence of giftedness in one area.</p> <p>* Any identified AIG student who does not meet the guidelines for cluster grouping is still eligible for appropriate content modifications in his/her cluster class and will have an academic intervention plan established by GIT in consultation with the classroom teacher, parent, and student. The school counselor may be asked to assist with the student's intervention plan. The student's progress will be monitored at each grading period and appropriate adjustments to the intervention plan will be made. If progress is not made during the first year of intervention planning, GIT has the option to recommend placing the student in regular class.</p>

**TEACHER OBSERVATION****Student's Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_**School:** \_\_\_\_\_ **NCWISE:** \_\_\_\_\_**Grade:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_**Please think about this child and answer the following questions:**

1. Circle 1 – If this child seldom exhibits this trait.
2. Circle 2 – If this child frequently exhibits this trait.
3. Circle 3 – If this child always exhibits this trait.

1. Has an unusually good vocabulary.....1.....2.....3
2. Has ideas that are very original.....1.....2.....3
3. Is alert, very observant, responds well.....1.....2.....3
4. Has an unusually good memory.....1.....2.....3
5. Has a long attention span.....1.....2.....3
6. Recognizes or figures out words alone.....1.....2.....3
7. Uses longer sentences regularly.....1.....2.....3
8. Reasons things out, thinks clearly, recognizes relationships.....1.....2.....3
9. Is curious about many things outside of own environment or experience. . .1.....2.....3
10. Has a strong ability to solve nontraditional math problems.....1.....2.....3
11. Uses alternative problem solving skills.....1.....2.....3

**MONTGOMERY COUNTY SCHOOLS  
ELEMENTARY SERVICE DELIVERY OPTIONS  
GRADES 3 – 5**

LEARNING ENVIRONMENT	GUIDELINES
<p><b>Cluster Grouping Within a Regular Classroom</b></p> <p>A cluster group (5 – 10) of gifted students is assigned to a regular heterogeneous class. The cluster teacher receives extensive training in gifted education and works closely with the AIG specialist to design appropriate differentiated curriculum for this group.</p> <p>If a school has fewer than five identified gifted students, then these students should go within one classroom. Ideally, no class should have more than ten clustered students. Where there are fewer than five, or more than ten, the principal should check with the AIG coordinator to finalize scheduling. Where possible, cluster students should be divided equally among grade level teachers eligible to teach AIG students.</p>	<ul style="list-style-type: none"> <li>• “A” average in reading and/or mathematics maintained in classroom</li> <li>• 90% on achievement test in reading and/or math or 96% on 3<sup>rd</sup> grade fall semester achievement test in reading and/or mathematics</li> <li>• Aptitude (IQ) scores of 90<sup>th</sup> percentile or higher</li> <li>• Supporting documentation of work samples demonstrating high ability.</li> <li>• Learning Behavior Scale (130-145)</li> </ul> <p style="text-align: center;"><b>(Should meet 4 out of 5 guidelines)*</b></p> <p>* If 4 guidelines are met and GIT does not recommend placement, then the student placement should be referred to AIG Coordinator for final decision.</p> <p>* In some cases the Gifted Identification Team (GIT) may recommend a placement even if 4 out of 5 guidelines are not met if there is strong evidence of giftedness in one area.</p> <p>Any identified AIG student who does not meet the guidelines for cluster grouping is still eligible for appropriate content modifications in his/her cluster class and will have an academic intervention with the classroom teacher, parent, and student. The school counselor may be asked to assist with the student’s intervention plan. The student’s progress will be monitored at each grading period and appropriate adjustment to the intervention plan will be made. If progress is not made during the first year of intervention planning, GIT has the option to recommend placing student in regular class.</p>
<p><b>Enrichment Grouping</b></p> <p>Enrichment grouping is provided to cluster teachers and/or students through the services of an AIG teacher who helps design differentiated activities. Team/collaborative teaching may occur with the regular education teacher or pullout may occur as appropriate to student needs.</p>	<ul style="list-style-type: none"> <li>• Guidelines for cluster grouping of gifted students should be met</li> <li>• Demonstrated mastery of curriculum above grade level</li> <li>• Evidence of appropriate work skills</li> <li>• Evidence of interest and participation</li> </ul> <p>* A decision to withhold enrichment group participation due to failure to meet specified guidelines requires approval from the principal and parent notification.</p>

(Cont'd Delivery Options Grades 3-5)	
<b>LEARNING ENVIRONMENT</b>	<b>GUIDELINES</b>
<p><b>Cross Grade Level Instruction</b></p> <p>Based on assessment, students are allowed to test out and bypass specific subjects or skill levels. They might receive instructions at a higher level with another group of students and remain with their peers for the rest of their instruction. This works best in the subjects that have a clearly developed sequence of skills. Care should be taken that once begun, such acceleration opportunities continue to be available.</p>	<p>GIT will recommend to the principal on an individual basis and carefully consider the student who meets 4 of the following guidelines:</p> <ul style="list-style-type: none"> <li>• 95 average in reading and/or mathematics in classroom</li> <li>• Aptitude (IQ) score of 90% or higher</li> <li>• Performance two years beyond grade level as measured by achievement tests</li> <li>• Teacher recommendation</li> <li>• Personal characteristics (social and emotional development, motivation, student interest, etc.)</li> <li>• Level 90% on achievement test in specific subject area</li> <li>• Learning Behavior Scale (146 – 160)</li> </ul>
<p><b>Grade Skipping</b></p> <p>Students move ahead typically one year, skipping levels in the normal sequence of promotion. Extremely gifted students might benefit from this option. County guidelines would be strictly followed for this option. Gifted Identification Teams would make the final recommendation to principal for appropriate services. To reduce risks associated with grade skipping, counseling services would be available.</p> <p>* When guidelines are met, request is sent to the principal for final placement in consultation with parent.</p>	<p>GIT will consider the following guidelines for grade skipping. A student should meet 6 of the following guidelines:</p> <ul style="list-style-type: none"> <li>• 97% Nationally Normed Aptitude and Achievement assessment</li> <li>• Appropriate social development</li> <li>• Assessment by a teacher and/or if requested, a psychologist</li> <li>• Math performance developed and appropriate for next grade level</li> <li>• Reading performance developed and appropriate for next grade level</li> <li>• Teacher recommendation to Gifted Identification Team</li> <li>• One trial marking period for observation and continuous monitoring</li> <li>• Learning Behavior Scale (146 – 160)</li> </ul>

<b>(Cont'd Delivery Options Grades 3-5)</b>	may be used with tools, such as laptops and smart boards to meet specific gifted needs and
<b>CONTENT MODIFICATION</b>	<ul style="list-style-type: none"> <li>All students are eligible depending on site availability</li> </ul>
<p><b>Accelerated Reader Program</b> Accelerated Reader is an innovative, classroom proven program that combines children's literature with software that tests comprehension. The software is also capable of managing student records and tracking reading performance.</p>	
<p><b>Reading Counts/Electric Bookshelf</b> Students read literature and accumulate points by taking computerized comprehensive tests. This program seeks to increase student motivation through independent curriculum connected reading.</p>	<ul style="list-style-type: none"> <li>All students are eligible depending on site availability</li> </ul>
<p><b>Cooperative Learning</b> Either as a whole class or by ability levels, students work together to learn material within structures that assure positive interdependence, equal participation, individual accountability, and simultaneous interaction.</p>	<ul style="list-style-type: none"> <li>Guidelines established by the teacher</li> <li>Students should show evidence of interest and motivation</li> </ul>
<p><b>Tiered Assignments</b> This option follows general class instruction and involves varying (tiering) the assignments given to students after instruction. The assignment may be for in-class guided practice, independent practice, and/or short or long term projects. Assignments are made based on student abilities and interests and relate to class instruction that all students received. (The teacher does not change teaching strategies; what the student does changes.) The teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and promotes continued growth. Individual and/or student groups use varied approaches to explore essential ideas.</p>	<ul style="list-style-type: none"> <li>Teacher designed assignments based on documented student performance, motivation, and interest</li> <li>Flexible movement of students as they become more able to complete higher level assignments</li> </ul>
<p><b>Computer – Based Instruction</b> Computer-based instruction can be used to enrich the curriculum and remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (gifted underachievers, learning disabled, culturally diverse). Care should be taken that software is elected for enrichment that challenges thinking, problem-solving, and decision-making. Many appropriate programs and services are also available through the internet. NC VPublicSchools.</p>	<ul style="list-style-type: none"> <li>Teacher designed assignments</li> <li>Flexible work options</li> <li>Independent work ethics</li> <li>Self-motivation</li> </ul>

<b>(Cont'd Delivery Options Grades 3-5)</b>	
<b>CONTENT MODIFICATION</b>	
<p><b>Curriculum Compacting</b></p> <p>Curriculum compacting is modifying or streamlining the regular classroom curriculum in order to eliminate repetition on previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or accelerated activities while ensuring mastery of basic skills. During compacted time students may pursue activities in their classroom, media center, special resources center with mentor teachers or AIG teacher.</p>	<ul style="list-style-type: none"> <li>• Based on curriculum area of study and student interest</li> <li>• Mastery of material 95% on teacher made assessment or alternative assessment</li> <li>• Teacher judgment to pull child back into regular instruction either for portions of unit not mastered or for student interest</li> <li>• This option requires some product upon which the student and teacher agree during the contract</li> <li>• This option is available in reading and mathematics units</li> </ul>
<p><b>Independent Study</b></p> <p>Students demonstrating content mastery or having a special interest may contract with teacher to complete an independent study project in an interest area. Independent study works best for self-directed students with strong, clear interests and clear ideas of what they wish to investigate. The teacher serves as a resource person and meets periodically with students to assess progress. Students may work independently and meet with other students undertaking independent studies to share experiences in seminar.</p>	<ul style="list-style-type: none"> <li>• Demonstrated mastery of curriculum (95% on normed test: qualified for curriculum compacting)</li> <li>• Evidence of appropriate independent work skills</li> <li>• Evidence of ability to follow through with plan</li> <li>• Student interest and motivation as assessed by the teacher</li> </ul>

**MONTGOMERY COUNTY SCHOOLS  
MIDDLE SCHOOL SERVICE DELIVERY OPTIONS  
GRADES 6 – 8**

<b>LEARNING ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Cluster Grouping of Gifted Students Within A Team</b></p> <p>Students are assigned to teams heterogeneously. The academically gifted students within each team are assigned for a specific block of instructional time to English/language arts and/or mathematics teachers who are certified or have some training in gifted education. Placement within this group is flexible, based on student performance or aptitude. Other students, not only identified gifted students, would be able to be included in these groups if the students demonstrate high achievement in the specific content area.</p>	<ul style="list-style-type: none"> <li>• “A” average maintained in classroom</li> <li>• 90% on achievement test in reading or math</li> <li>• Aptitude (IQ) scores of 90 percentile or higher</li> <li>• Teacher recommendation based on observation</li> <li>• Learning Behavior Scale (130-160)</li> </ul> <p style="text-align: center;"><b>(Should meet 4 guidelines)</b></p> <p>* If 4 guidelines are met and GIT does not recommend placement, then the student placement should be referred to AIG Coordinator for final decision.</p> <p>* Any identified AIG students who does not meet the guidelines for cluster grouping is still eligible for appropriate content modification in his/her cluster class and will have an academic intervention plan established by GIT in consultation with the classroom teacher, parent, and student. The school counselor may be asked to assist with a student’s intervention plan. The student’s progress will be monitored at each grading period and appropriate adjustment to the intervention plan will be made. If progress is not made during the first year of intervention planning, GIT has the option to recommend placing the student in regular class where he/she will receive AIG consultative services .</p>
<b>OR</b>	
<p><b>Cluster Grouping of Gifted Students Across Teams*</b></p> <p>Each team identifies students performing at an advanced skills level in English/language arts and/or mathematics. Such students are pulled together during an instructional period and taught by a teacher who is certified or has training in gifted education.</p> <p>* This option can be used if student numbers or scheduling conflicts make cluster grouping within a team impractical.</p>	<ul style="list-style-type: none"> <li>• “A” average maintained in classroom</li> <li>• 90% on achievement test in reading or math</li> <li>• Aptitude (IQ) scores of 90 percentile or higher</li> <li>• Teacher recommendation based on observation and supporting documentation of work samples</li> <li>• Learning Behavior Scale (130-160)</li> </ul> <p style="text-align: center;"><b>(Should meet 4 guidelines)</b></p> <ul style="list-style-type: none"> <li>• Guidelines are met and GIT does not recommend placement, then the student placement should be referred to AIG Coordinator for final decision.</li> </ul>

**GUIDELINES**

<b>(Cont'd..... Delivery Options Grades 6-8)</b>	
<b>LEARNING ENVIRONMENT</b>	<b>GUIDELINES</b>
	<p>* Any identified AIG student who does not meet the guidelines for cluster grouping is still eligible for appropriate content modifications in his/her cluster class and will have an academic intervention plan established by GIT in consultation with the classroom teacher, parent and student. The student's progress will be monitored at each grading period and appropriate adjustment to the intervention plan will be made. If progress is not made during the first year of intervention planning, GIT has the option to recommend placing student in regular class where he/she will receive AIG consultative services for appropriate content modifications in his/her regular classes and will be served on a consultative basis by the AIG support specialist until he/she meets requirements for cluster grouping.</p>
<p><b>Subject Acceleration</b></p> <p>Students are placed in a higher grade level course or class. In the area of mathematics and/or reading.</p>	<p>GIT will recommend on an individual basis and carefully consider the placement of students who achieve 6 of the following guidelines:</p> <ul style="list-style-type: none"> <li>* 95% on content area test</li> <li>* Teacher recommendation with supporting documentation of work samples</li> <li>* Personal characteristics (social and emotional development, motivation, student interest, etc)</li> <li>* Student interview</li> <li>* Parent approval</li> <li>* Past academic performance</li> <li>* Learning Behavior Scale (146 –160)</li> </ul>
<p><b>Grade Skipping</b></p> <p>Students move ahead typically one year, skipping levels in the normal sequence of promotion. Extremely gifted students would traditionally benefit from this option. County guidelines would be strictly followed for this option. Gifted Identification Teams make recommendations to the principal who makes the final decision as to appropriate services. To reduce risks associated with skipping, counseling services would be available when needed.</p> <p>* When guidelines are met, request is sent to the principal for final placement in consultation with parent.</p>	<p>GIT will recommend on an individual basis and carefully consider the placement of students who achieve 6 of the following guidelines:</p> <ul style="list-style-type: none"> <li>• 97% on Nationally Normed Achievement Assessment</li> <li>• 98<sup>th</sup> percentile or higher on EOG in both reading and math</li> <li>• Appropriate social development (As assessed by teacher and/or psychologist observations)</li> <li>• Mathematics and reading performance developed and appropriate for next level</li> <li>• Documentation of strong independent reader</li> <li>• Teacher/Gifted Identification Team recommends grade skipping to the principal who makes the final decision for placement in consultation with parents</li> <li>• One marking period in which observations are made and conditions monitoring occurs – trail period.</li> </ul>

<b>(Cont'd Delivery Options Grades 6-8)</b>	
<b>CONTENT MODIFICATION</b>	<b>GUIDELINES</b>
<p><b>Accelerated Reader Program</b></p> <p>Accelerated Reader is an innovative, classroom proven program that combines children's literature with software that tests comprehension. The software is also capable of managing student records and tracking reading performance.</p>	<ul style="list-style-type: none"> <li>• All students are eligible depending on site availability</li> </ul>
<p><b>Cooperative Learning</b></p> <p>Either as a whole class or by ability levels, students work together to learn material within structures that assure positive interdependence, equal participation, individual accountability, and simultaneous interaction.</p>	<ul style="list-style-type: none"> <li>• Guidelines established by the teacher</li> <li>• Students should show evidence of interest and motivation</li> </ul>
<p><b>Tiered Assignments</b></p> <p>This option follows general class instruction and involves varying (tiering) the assignments given to students after instruction. The assignment may be for in-class guided practice, independent practice, and/or short or long term projects. Assignments are made based on student abilities and interests and relate to class instruction that all students received. (The teacher does not change teaching strategies; what the student does changes.) The teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and promotes continued growth. Individual and/or student groups use varied approaches to explore essential ideas.</p>	<ul style="list-style-type: none"> <li>• Teacher designed assignments based on documented student performance, motivation, and interest</li> <li>• Flexible movement of students as they become more able to complete higher level assignments</li> </ul>
<p><b>Computer – Based Instruction</b></p> <p>Computer-based instruction can be used to enrich the curriculum and remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (gifted underachievers, learning disabled, culturally diverse). Care should be taken that software is elected for enrichment that challenges thinking, problem-solving, and decision-making. Many appropriate programs and services are also available through the internet. NC Virtual Public Schools may be used with tools, such as laptops and smart boards to meet specific gifted needs and incorporate technology into modification. Digital photos, video, and internet sites are appropriate for many curriculum areas.</p>	<ul style="list-style-type: none"> <li>• Teacher designed assignments</li> <li>• Flexible work options</li> <li>• Independent work ethics above average</li> <li>• Self Motivated</li> <li>• Approval paperwork-parent/principal/DLA</li> <li>• Teacher Recommendation</li> </ul>

MCS PLAN 2010-2013  
**(Cont'd Delivery Options Grades 6-8)**

CONTENT MODIFICATION	GUIDELINES
<p><b>Curriculum Compacting</b></p> <p>Curriculum compacting is modifying or streamlining the regular classroom curriculum in order to eliminate repetition on previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or accelerated activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level and with a minimum of additional funding. Teachers require training and support during implementation. During compacted time students may pursue activities in their classroom, media center, special resources center with mentor teachers or AIG teacher.</p>	<ul style="list-style-type: none"> <li>• Based on curriculum area of study and student interest</li> <li>• Mastery of material 95% on teacher made assessment or alternative assessment</li> <li>• Teacher judgment to pull child back into regular instruction either for portions of unit not mastered or for student interest</li> <li>• This option requires some product upon which the student and teacher agree during the contract</li> <li>• This option is available in selected reading and mathematics units</li> </ul>
<p><b>Independent Study</b></p> <p>Students demonstrating content mastery or having a special interest may contract with teacher to complete an independent study project in an interest area. Independent study works best for self-directed students with strong, clear interests and clear ideas of what they wish to investigate. The teacher serves as a resource person and meets periodically with students to assess progress. Students may work independently and meet with other students undertaking independent studies to share experiences in seminar.</p>	<ul style="list-style-type: none"> <li>• Demonstrated mastery of curriculum (95% on normed test: qualified for curriculum compacting)</li> <li>• Evidence of appropriate independent work skills</li> <li>• Evidence of ability to follow through with plan</li> <li>• Student interest and motivation as assessed by the teacher</li> </ul>
<p><b>Differentiated Instructional Units</b></p> <p>These units incorporate individual abilities and levels of content and skill into well developed programs of study. While tiered assignments are product based, differentiated instructional units are process based and involve instruction. Teachers will utilize differentiation strategies such as cooperative learning, tiered assignments, and curriculum compacting in daily instruction. Teacher teaches to varied levels.</p>	<ul style="list-style-type: none"> <li>• Criteria established by the teacher</li> <li>• Student must show evidence of interest and motivation</li> </ul>
<p><b>NC Virtual Public School</b></p> <p>Foreign Language, Algebra I &amp; II, Geometry, Science - Students having a special interest may request an application for NCVPS courses. Students must be self-motivated with strong study habits.</p>	<ul style="list-style-type: none"> <li>• Teacher recommendation</li> <li>• "A" average in core subjects</li> <li>• Access to Internet away from school</li> <li>• Principal's recommendation</li> <li>• Approved DL Enrollment form</li> <li>• Level 4 EOG Read and/or Math</li> </ul>

**MONTGOMERY COUNTY SCHOOLS  
SECONDARY SCREENING (GENERAL)  
GRADES 9-12**

<p>Placement in the high school will be based on 3 guidelines. Recommendations may also be received from student, parent, counselor, or teacher.</p>	<ul style="list-style-type: none"> <li>• 90% or higher on EOC's</li> <li>• "A" Average in EOC course(s) or "B" Average in honors level, Advanced Placement (AP) or LEO</li> <li>• 90% on Aptitude Test</li> <li>• Learning Behavior Scale 130 or higher</li> </ul>
<p>Distance Learning Online Lab</p> <ol style="list-style-type: none"> <li>1. NCVPS North Carolina Virtual Public School</li> <li>2. MCC LEO Montgomery Community College – Learn &amp; Earn Online</li> <li>3. eLearning NC students have access To any community college in NC for Variety &amp; special interest.</li> <li>4. UNCG iSchool University of Carolina Greensboro – Internet School</li> </ol>	<ul style="list-style-type: none"> <li>• Student Interest</li> <li>• Teacher Recommendation</li> <li>• Parent Approval</li> <li>• Distance Learning Advisor Approval</li> <li>• Principal Approval</li> <li>• # 1-3 for 9-12 grade students</li> <li>• # 4 for 11-12 grade students</li> </ul>

**MONTGOMERY COUNTY SCHOOLS  
HIGH SCHOOL SERVICE DELIVERY OPTIONS  
GRADES 9-12**

<b>LEARNING ENVIRONMENT</b>	<b>GUIDELINES</b>
<p><b>Honors Courses</b></p> <p>Honors courses are advanced courses that cover traditional content, but also focus on issues, programs and themes related to topics. They are designed to help students develop a knowledge base in that specific discipline and learn to apply that knowledge at an advanced level. Although these courses are not limited to gifted students, they need clearly defined objectives that focus on higher level thinking skills and investigative learning. Each individual honors subject must have a curriculum specific to it. These include activities and extensions. Students have access to a wide variety of honors level courses through NCVPS.</p>	<ul style="list-style-type: none"> <li>• Honors classes are open to all students who desire a rigorous academic environment</li> <li>• It is recommended that students considering honors classes have a “B” average or higher in regular content area classes</li> <li>• Level 4 average or better on the EOG/EOC in the content area</li> </ul>
<p><b>Advanced Placement Courses</b></p> <p>Advanced Placement courses currently have to have a syllabi approved by the College Board. Each individual instructor must complete the syllabi, and only they are allowed to teach that subject with those syllabi. The advanced placement program consists of college-level courses and examinations for high school students. AP course descriptions are carefully followed and are taught by teachers who have received training. Courses and examinations are available in several areas of curriculum. Students have access to over 28 AP courses online through NCVPS.</p> <p>Anyone may prepare individually, perhaps with a tutor, and then take the AP examination. There are over 1,300 colleges that currently accept AP courses.</p>	<ul style="list-style-type: none"> <li>• AP classes are open to all students who desire a college-level academic environment</li> <li>• It is recommended that students considering AP classes have an “A” average in regular content area classes</li> <li>• Level 4 average or better on the EOG/EOC in the content area</li> </ul>

**Cont'd...Delivery Options Grades 9-12**

<b>LEARNING ENVIRONMENT</b>	<b>GUIDELINES</b>
<p>North Carolina Virtual Public School</p> <ul style="list-style-type: none"> <li>* Offered to students 6-12</li> <li>* Free to students</li> <li>* Offers courses not offered in high school</li> <li>* Offers flexible scheduling of courses</li> <li>* Go to <a href="http://www.ncvps.org">www.ncvps.org</a> for information about course offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Student Interest</li> <li>• Teacher Recommendation</li> <li>• Parent Approval</li> <li>• Distance Learning Advisor Approval</li> <li>• Principal Approval</li> </ul>
<p>Montgomery Community College Learn and Earn Online</p> <ul style="list-style-type: none"> <li>* Offered to high school students grades: 9-12</li> <li>* Free tuition, fees, and textbooks for students</li> <li>* Students maybe seated in classes on their high school campus or be given the option of flexible scheduling</li> <li>* Requires approval from high school Principal and parent/guardian on an MCC Trial Schedule</li> <li>* MCC Learn and Earn Online classes follow the high school calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Student Interest</li> <li>• Teacher Recommendation</li> <li>• Parent Approval</li> <li>• Distance Learning Advisor Approval</li> <li>• Principal Approval</li> </ul>
<p>University of North Carolina at Greensboro Learn and Earn iSchool Online</p> <ul style="list-style-type: none"> <li>* Offered to high school students grades: 11-12</li> <li>* Free tuition, fees, and textbooks</li> <li>* Students mustbe seated in class on their high school campus</li> <li>* Requires approval from high school principal and parent</li> <li>* Students follow the high school calendar</li> <li>* Courses are listed on the iSchool UNC-G website: <a href="http://ischool.uncg.edu">http://ischool.uncg.edu</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student Interest</li> <li>• Teacher Recommendation</li> <li>• Parent Approval</li> <li>• Distance Learning Advisor Approval</li> <li>• Principal Approval</li> </ul>

**cont'd...Delivery Options Grades 9-12**

<b>CONTENT MODIFICATION</b>	<b>GUIDELINES</b>
<p><b>Tiered Assignments</b></p> <p>This option follows general class instruction and involves varying (tiering) the assignments given to students after instruction. The assignments may be for in-class guided practice, independent practice, and/or short or long term projects. Assignments are made based on student abilities and interests and relate to class instruction that all student received. (The teacher does not change their teaching strategies, what the student does changes) The teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and promotes continued growth. Individuals and/or student groups use varied approaches to explore essential ideas.</p>	<ul style="list-style-type: none"> <li>Students are allowed to explore the same content; however, the level of complexity for each student will vary</li> </ul>
<p><b>Computer-Based Instruction</b></p> <p>Computer-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (gifted underachievers, learning disabled, culturally diverse). Care should be taken that software is problem solving, and decision-making. NC Virtual Public Schools may be used with tools, such as laptops and smart boards to meet specific gifted needs and incorporate technology into the modification. Digital photos, video and internet sites are appropriate for many curriculum areas. The NCVPS and iSchools will be used to provide Advanced Placement variety and an opportunity to graduate with college credits.</p>	<ul style="list-style-type: none"> <li>Guidelines established by the teacher</li> <li>Student should show evidence of interest and motivation</li> <li>Teacher approval</li> </ul>
<p><b>Curriculum Compacting</b></p> <p>Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered materials, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level and with minimum additional funding. Teachers should have training and support during implementation. During compacted time, students may pursue activities in their classroom, media center, or resource room.</p>	<ul style="list-style-type: none"> <li>Based on curriculum area of study and student interest</li> <li>Mastery of material 95% on teacher made assessment or alternative assessment</li> <li>Teacher judgment to pull child back into regular instruction for portions of unit not mastered or student interest</li> <li>Enrichment contract for compacting will be agreed upon by student, teachers, and parent. The completed project will be counted as part of the student's grade in class</li> </ul>

<b>Cont'd...Delivery Options Grades 9-12</b>	
<b>CONTENT MODIFICATION</b>	<b>GUIDELINES</b>
<p><b>Independent Contract/Studies</b></p> <p>Students demonstrating content mastery or having a special interest may contract with the teacher to complete an independent study project in an interest area. Independent study works best for self-directed students with strong, clear interests, and clear ideas of what they wish to investigate. The teachers serve as a resource person and meet periodically with students to assess progress. Students may work independently and meet with other students undertaking independent studies to share experiences in seminar.</p>	<ul style="list-style-type: none"> <li>• Student interest</li> <li>• Individual case study by teacher</li> <li>• Student performance</li> <li>• Teacher approval</li> </ul>
<p><b>Mentor Programs</b></p> <p>Students having strong interest in specific topics are assigned to an adult with a similar interest who serves as a resource to the student who is doing an independent investigation. Mentor programs have also been proven highly successful with culturally diverse students who might be paired with someone serving as a role model and who may continue contact with the student over several years.</p>	<ul style="list-style-type: none"> <li>• Special interest on the part of the student</li> <li>• Interviews between parents and students</li> <li>• Students should provide their own transportation</li> <li>• Should agree to present or publish information learned through the mentorship</li> </ul>
<p><b>Differentiated Instructional Units</b></p> <p>These units incorporate individual learning abilities and level of content and skill into well developed programs of study. While tiered assignments are product based, differentiated instructional units are process based and involve instruction. Teachers will utilize differentiated strategies such as cooperative learning, tiered assignments, and curriculum compacting in daily instruction. Teachers teach to varied levels.</p>	<ul style="list-style-type: none"> <li>• Criteria established by the teacher</li> <li>• Student must show evidence of interest and motivation</li> </ul>

**PLANNED SOURCES OF EVIDENCE:**

- District AIG Website
- Student AIG folders
- Completed forms found in this document
- Meeting Agenda

**STANDARD 2: DIFFERENTIATED CURRICULUM AND INSTRUCTION**

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

**Focused Practices for 2010-2013 Academically – Intellectually Gifted Plan**

S2: d – Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

S2: e – Fosters the development of 21<sup>st</sup> century content and skills by infusing the following at an advance level:

- High-level content for global awareness, civic and economic illiteracies, and health awareness,
- Critical thinking and problem solving,
- High-level communication and collaboration,
- Applied information and media literacy, including concepts, systems, and operations in challenging research contexts,
- Creativity and innovation,
- Real-world learning in local, regional, and global contexts, and
- Applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

.....  
**S2 PRACTICE A: Maintained Practice** (Mostly Evident)

**Adapts the NC Standard Course of Study (SCOS) according to identified abilities, readiness, interests, and learning profiles, K-12.**

**RATIONAL FOR SELECTION:**

Grades K - 3: No formal nurturing programs currently in place to directly serve potential AIG students. A district policy is in place for K-3 teachers to differentiate the curriculum and meet the student's academic needs and a tool kit is being developed for hands on resources 2013-2016.

Grades 4 – 8: AIG opportunities are available through NCWISE and NCVPS. Middle school students may opt to take high school foreign language or upper level math courses for high school credit. Pre-Algebra will be lowered to 6<sup>th</sup> grade and Algebra I to 7<sup>th</sup> grade (2010)  
High school science classes will be open to students within the next two years.

Grades 9 – 12: Students are served through advanced course placement and online learning. All students starting with rising 9<sup>th</sup> graders will be required to have a college class for graduation (2013-2016). AIG students will be targeted to take advantage of a large number of honors courses, community college courses that are available, along with 28 Advanced Placement courses available through NCVPS. In addition 11-12 grade students will qualify for UNCG iSchool courses as well.

**DESCRIPTION:**

The Montgomery County AIG Program believes that academic excellence for AIG students is directly correlated with adherence to the NC Standard Course of Study combined with adaptive instructional practice, designed specifically for identified AIG students' needs. The AIG Program will continue to maintain a direct correlation between services rendered within the program and the Standard Course of Study.

**Planned Sources of Evidence:**

- Nurturing Program Toolbox.
- The number of students taking Foreign Language in the 7<sup>th</sup> & 8<sup>th</sup> grade for high school credit.
- Higher percentage of Advance Placement classes taken.
- Number of students taking Algebra I in 7<sup>th</sup> grade & Geometry and/or Algebra II in 8<sup>th</sup> grade.
- Number of college and UNCG iSchool

**S2 PRACTICE B: Future Practice** (Mostly Evident)

**Enriches, extends, and accelerates the curriculum to address a range of ability levels in language arts, math, and other content areas as appropriate.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to enrich, extend and accelerate the standard curriculum to accommodate the needs of AIG students.

**IDEAS FOR STRENGTHING:**

- The Montgomery County AIG Program's mission is to enrich, extend and accelerate the standard curriculum to accommodate the needs of AIG students.
- The Developmental Education Plan will be reviewed to ensure that it provides for this enrichment, extension, and acceleration for the individual needs of students.
- Focus will be placed on working with teachers to develop lesson plans reflecting DEP.

**S2 PRACTICE C: Maintained Practice** (Mostly Evident)

**Employs diverse and effective instructional practices to address a range of learning needs.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program recognizes the diverse needs of AIG students and is dedicated to effectively meeting their instructional and learning needs.

**DESCRIPTION:**

A wide variety of instructional strategies and methods are used in the continuous development and delivery of differentiated instruction. Many of the following methods are effective tools for learning with students at all ability levels.

- **Concept-based Instruction:** Learning is based around a key concept, such as "change" or "interdependence" to develop connections among many interdisciplinary ideas for extension and relevance.
- **Collaborative Learning:** Students are a part of small, dynamic communities for social construction of knowledge through group learning and problem-solving.
- **Socratic Search and Paideia Seminars:** Students engage in discussion of a shared text, work of art, or experience that is open to in-depth analysis, high level interpretation, and transformation through syntheses of multiple ideas, contexts, and perspectives.

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- Inquiry Learning (individual and group investigation): Complex, real-world situations and problems provide opportunities for students to analyze and bring to the surface underlying understandings that can be applied to new contexts for learning.
- Flexible Grouping (Kulik, Slavin, Robinson, Tomlinson, and Rogers): Within-class and across-grade groupings of students in mixed ability; K-8 classrooms accommodate students needing similar interventions for learning. Groupings are flexible by topic or unit of study based on pre-assessment of student needs. Cooperative learning, in which a group of students works toward a common goal or product of learning, is one method. (Johnson and Slavin) Flexible grouping is accompanied by adaptation of curriculum and instruction to student needs.
- Cluster Grouping (Gentry and Owen): Four to nine high potential and/or high ability students identified to receive Nurturing and Enrichment and Gifted Education Services are placed in a regular elementary classroom or middle school language arts or math classroom with a teacher who differentiates curriculum to meet their needs.
- Taxonomies of Higher Level and Metacognitive Thinking (Bloom/Marzano/Costa): Frameworks that go beyond basic knowledge or factual levels of thought are used to develop questions and learning activities to create a hierarchy of higher levels of thinking, e.g. students are asked to analyze, apply, evaluate, and synthesize information.
- Project-based Learning: Units that require a student to students to produce a project after an array of creative and critical possibilities have been incorporated (Stock Market or Destination Imagination).
- Curriculum Compacting: Students are allowed to test out of work they have already mastered through pre-assessment and instead of regular classroom work, they work on alternative, more challenging studies.
- Tiered Lessons and Units: Students of varied abilities or readiness work on the same content at varied levels of challenge. Advanced resources and more complex learning activities provide higher levels of challenge.
- Problem-Based Learning: Units that focuses on a problem, student learn to use research skills, group dynamics, and problem solving.
- Independent Study: The student completes an in-depth study of a particular topic under the direction and guidance of the teacher of Differentiation Specialist.
- Mentorship: An individual student is assigned to a mentor who works with the student to answer questions and guide him/her through a research project or independent study. Mentors are often professionals from the community.
- Advanced Placement Program (College Board): A secondary programming option for high-level courses in which students who earn the required score on the AP exam at the end of the course may earn college credit.
- Online Learning: At the middle school (for high school course selection only, not college) and high school level student may be dual enrolled in both secondary and college credit earning classes at the same time during the regular school day. These classes are offered through online learning opportunities provided by North Carolina Virtual Public Schools, Learn and Earn Online community college program and UNCG-iSchool.

### **PLANNED SOURCES OF EVIDENCE:**

- Staff Development “Sign-in Sheets”
- Teacher Lesson Plans for AIG students
- Online courses available through NCVPS and/or LEO.

- Meeting agendas

S2 PRACTICE D: This practice is a Focused Practice for 2010-2013. (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to identify a variety of research-based supplemental resources that will augment curriculum and instruction.

**GOAL FOR IMPROVEMENT:**

To purposefully identify a variety of research-based supplemental resources to support the AIG program, then provide and implement in support of curriculum and classroom instruction. Provide curriculum resources to enable best practices for regular classroom teachers with gifted clusters.

(a) Objective 1: **Establish Regular Meeting Dates**

Meet with classroom teachers with gifted enrollment on a regular basis to discuss needs and assessments.

(b) Objective 2: **Provide Necessary Materials**

Provide materials according to needs and assessment evaluation.

(c) Objective 3: **Make Available Online Links**

Provide teachers with online links that give information concerning the latest research on best practices in education and gifted instruction, as requested by teachers.

(d) Objective 4: **Continue to Search Out New Resources**

Investigate the new developments in technology and technological equipment to assist differentiating in gifted classroom clusters.

**DESCRIPTION:**

Various research-based resources are available but not compiled for ease of distribution. Montgomery County Schools will provide a “tool-kit” of hands-on differentiation activities and a list for additional resources. Workshops will be scheduled to share the resources based upon school choice.

- Junior G. Books
- Thinking Maps
- Academic Vocabulary
- Accelerated Reader
- Reading Counts
- Math Counts
- First in Math
- Battle of the Books
- Novels and Units

**Learning Focused Strategies**

A framework for instruction designed by Dr. Max Thompson, “Learning Focused Strategies” will be reviewed by staff during the 2010-2011 school year. District administrators and lead teachers were previously provided training in the basic strategies and models, also in the leadership and motivation module of the framework. Specific to Academically/ intellectually gifted students, Dr. Thompson’s model focuses on higher order thinking and vocabulary

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development. The process of tiered assignments is integral to the lesson planning and has a clear focus on differentiated learning for gifted students. These strategies are congruent with most recent research regarding how the brain functions and how students learn.

### Thinking Maps

This model for metacognition uses the six basic mental models through which learners associate and categorize information. These mental models help gifted students learn to think about their learning through higher order thinking skills and organization of acquired knowledge. This allows for greater levels of long-term learning based on creative and critical thinking needed to complete the mental maps. (All teachers in Montgomery County Schools will review this model. Thinking map activities will be included in the teachers' "Tool Box Kit".

### Research Based Differentiation Models

Winebrenner's Teaching Gifted Kids in the Regular Classroom (2001) will be used along with Differentiating Instruction: Learning Strategies That Work by Mcalister, Thompson and Thompson. (Introduced in Objective 1) Best practices to differentiate instruction using pre- and post- assessment will be encouraged within this module. Content Based Curriculum for High-Ability Learners by VanTassel-Baska and Little and Removing the Mask: Giftedness in Poverty by Slocumb and Payne will be used as resources for teachers and partial reading assignments. An array of books by Carol Tomlinson, the "guru" of differentiation, will be studied: The Differentiated Classroom (1999), Fulfilling the Promise of the Differentiated Classroom (2003), How to differentiate Instruction in Mixed-Ability Classrooms 2<sup>nd</sup> Edition (2001), along with two books co-authored by Carol Ann Tomlinson and Caroline Cunningham Eidson: Differentiation in Practice, A Resource Guide for Differentiating Curriculum, Grades K-5 (2003) and Differentiation in Practice, A Resource Guide for Differentiating Curriculum, Grades 5-9, (2003).

### Academic Vocabulary

Academic vocabulary is the vocabulary critical to understanding the concepts of the content taught in schools. In identifying academic vocabulary for instruction teachers must remember that not all terms are of equal importance. Some terms are critically important, some terms are useful but not critical, and some terms are interesting but not useful.

According to Marzano (2005) the strongest action a teacher can take to ensure that students have the academic background knowledge to understand the content they will encounter is providing them with direct instruction in these terms. When students understand these terms, it is easier for them to understand the information they will read and hear in class.

### PLANNED SOURCES OF EVIDENCE:

- Staff Development "Sign-in Sheets"
- Calendar for Staff Development
- Meeting Agendas
- Toolkit Table of Contents

S2 PRACTICE E: This practice is a Focused Practice for 2010-2013. (Mostly Evident)  
**Fosters the development of 21<sup>st</sup> century content and skills by infusing the following at an advance level:**

- **High-level content for global awareness, civic and economic illiteracies, and health awareness.**
- **Critical thinking and problem solving.**

- **High-level communication and collaboration,**
- **Applied information and media literacy, including concepts, systems, and operations in challenging research contexts.**
- **Creativity and innovation,**
- **Real-world learning in local, regional, and global contexts, and**
- **Applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.**

### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to ensure 21<sup>st</sup> century content and skills are included within all AIG activities at a high level, in order to ensure that students are prepared to be globally competitive. Mastery of core subjects and 21<sup>st</sup> century themes is essential for students today. Core subjects include English, reading or language arts, world languages, arts mathematics, economics, science, geography, history, government and civics. We believe that we must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21<sup>st</sup> century interdisciplinary themes into core subjects.

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy.
- Civic Literacy
- Health Literacy

### **GOALS FOR IMPROVEMENT:**

#### **Learning and Innovation Skills**

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21<sup>st</sup> century and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

#### **Information, Media and Technology Skills**

People in the 21<sup>st</sup> century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21<sup>st</sup> century citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy.
- Media Literacy.
- ICT (Information, Communications, and Technology) Literacy.

#### **Life and Career Skills**

Today's life and environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability

- Leadership and Responsibility

**DESCRIPTION:**

Montgomery County Schools' agreement with North Carolina Virtual Public Schools, the community colleges of North Carolina and University of North Carolina Greensboro iSchool will provide access to 21<sup>st</sup> century content and skills. A rigorous campaign to inform AIG parents, students, teachers, and administration about the opportunities offered by these institutions and the monetary savings for each students' family is currently underway. A "Red Tag Sale" gimmick that provides literal information about online education will be distributed during school parent meetings, teacher meetings, county meetings, and AIG meetings. Syllabi for each online class is located through each online website and will be linked on MCS AIG Plan web-page.

- North Carolina Virtual Public School [www.ncvps.org](http://www.ncvps.org)
- Montgomery Community College [www.montgomery.edu](http://www.montgomery.edu)
- eLearningNC
- University of North Carolina Greensboro iSchool <http://ischool.uncg.edu>

Video conferencing with the NC School of Science and Math is scheduled for Montgomery County Schools starting in the fall of 2010. The 3-Dimensional theater rooms at each high school will open in the fall of 2010 and with honor and AP students developing programs for the laboratory.

Montgomery County Schools is driven to provide technology training to teacher and students through pilot training from NCVPS and the system's technology director. Administration will be provided with "Lunch and Learn" on two days a month to sharpen their technology skills.

NcWise provides an array of resources for K-4 classrooms and with "Smart Boards" classes may gain access through Internet. School technology coordinators provide links and resources for classroom teachers to use technology as a tool for research, projects, such as advanced self-motivated or subject interest projects.

**PLANNED SOURCES OF EVIDENCE:**

- Online courses
- Technology Staff Development Agenda, (ie. Animoto, Wordle, Twitter, Moogles, Skype, etc.).
- Governor's School Recipient
- Mentoring
- Career Fair Dates
- Governor's Online Ambassadors through Distance Learning
- NCSSM- course schedule for MCS
- 3-D Projector Projects
- Meeting agenda

S2 PRACTICE F: Future Practice (Mostly Evident)

**Uses on-going assessments to differentiate classroom curriculum and instruction.**

**RATIONAL FOR SELECTION:**

Ongoing assessment is currently used by the regular education teacher; However, EVASS training may be a resource to provide much needed data to better serve AIG students and help them reach their full potential.

**DESCRIPTION:**

Recent conversations in Montgomery County suggest that some students may be able to move ahead in math early on during middle school. NCVPS will offer semester sections of Algebra I & II along with Geometry for AIG identified students. NCVPS also offers Foreign Language I & II for reading students ready to independently advance into rigorous high school curriculum.

**IDEAS FOR STRENGTHING:**

- NCVPS
- Flexible time in exploratory classrooms
- Awareness of Online Learning Opportunities

**S2 PRACTICE G: Maintained Practice** (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program believes that the social and emotional wellbeing of a child is critical to the development of the whole child. Curricular content and instructional practices can be targeted to address the healthy and holistic development of self-concept, and can help gifted learners build coping skills through appropriate interventions. The following information describes some of the efforts to meet these needs.

**DESCRIPTION:**

Students in grades K-12 that are identified as academically and intellectually gifted require counseling services to meet the socio-emotional needs of diverse learners. In order to meet these needs, school counselors should plan to include group and/or individual counseling sessions on a quarterly basis with identified students to assist them in dealing with their giftedness. Individual sessions, scheduled as needed, with underachieving gifted students are highly recommended to provide these students with educational encouragement and direction.

In the middle and secondary schools career counseling, which provides families and students with information regarding changing career paradigms, academic planning, and sessions on personal/social awareness is provided to foster academic and emotional support for gifted students. Assistance in applying for scholarships, internships, and educational enrichment activities should be provided through guidance services to gifted students and in the distance learning labs on middle school and high school campuses. Montgomery County Schools offer college application assistance and works closely with students during the College Foundation of North Carolina's free college application week, when students can apply to all the schools in the state university system free of charge.

The goal of guidance in regards to the academically and/or intellectually gifted student is to ensure that each identified student fully maximizes his/her potential for academic success and develops as a contributing member of our global economy. Every effort will be made to provide counseling services to our identified students.

1. The Social Emotional Development of Gifted Children by F.R. Olenchak and S.M. Reis is available for recommended reading.
2. Websites, [www.sengifted.org](http://www.sengifted.org) and [www.openspacecomm.com](http://www.openspacecomm.com) are available to assist administrators, teachers, and parents to understand the social and emotional needs of gifted students.

**PLANNED SOURCES OF EVIDENCE:**

- AIG Group Meeting w/Guidance Counselor
- Meetings w/ County AIG Coordinator
- Career Day
- College Application Week
- Cluster Grouping of 5 or more AIG students together in a classroom with like identification.
- Flexible Grouping

S2 PRACTICE H: Future Practice (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to nurture and increase the potential of young students, because they are the foundation of the program. Early exposure to rich, rigorous curriculum is essential to cultivating and sustaining high achievers. New programs need to be researched and identified as possible tools to use in the development of these early learners.

**IDEAS FOR STRENGTHING:**

- K-3 teachers trained to recognize characteristics of the gifted learner.
- Staff Development for K-3 differentiation.
- Promote flexible grouping options.

PRACTICE I: Maintained Practice (Mostly Evident)

**Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program knows that the sum is greater than its parts, therefore professional collaboration is essential to establishing and maintaining the most effective support system for AIG students and their parents/families.

**DESCRIPTION:**

To facilitate implementation of differentiated curriculum and instruction, the district has and will continue to coordinate the creation of differentiated curriculum resources to utilize the curricular and instructional models and methods that have been described. Elementary and middle school teachers will have ready access to resources that will address components of the Differentiated Educational Plan (DEP). These curriculum resources will build on the North Carolina Standard Course of Study and the new Essential Standards frameworks to provide enrichment, extensions, an accelerated activities and resources for gifted learners in grades K-8. In addition the Coordinator of Gifted Programs will investigate the feasibility of employing electronic differentiation resources like *Renzulli Learning Systems*, an on-line program based on The School-Wide Enrichment Triad Model described in this section, that would greatly enhance our ability to provide interest-based enrichment, extensions across ability levels K-12 (as budget permits).

The impact of differentiated curricula and instruction on student achievement will be continuously assessed through a variety of means. Throughout the school year, teachers of all

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students will use formative and summative assessments with district-adopted tools to assess results of past learning. These diagnostic methods will lend themselves to measurement of growth and learning of students at all levels of achievement. The DEP portfolios provide another measure of learning and will be reviewed periodically by parents and teachers. The portfolio will provide one measure of growth and progress in the spring Annual Reviews will be held by Gifted Identification Team to assess student growth and learning. All results will provide information about students' needs and the next phase of instruction. Each summer, the District Coordinator will conduct a targeted analysis of growth for identified gifted students in each school using summative results from state End-of-Grade Tests for reading and math to determine the impact of school and district efforts in the differentiation of curriculum and instruction.

### **PLANNED SOURCES OF EVIDENCE**

- EOG Summative Results
- Meeting Agenda
- Parent Meetings
- AIG Folder

### **S2 PRACTICE J: Future Practice** (Mostly Evident)

**Develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students. The documentation is reviewed annually to ensure effective programming, a continuum of services, and school transitions.**

### **RATIONAL FOR SELECTION:**

The plan is not currently reviewed annually.

### **IDEAS FOR STRENGTHENING:**

- Review the plan at one parent meeting annually.
- Review during fall identifications with teachers.
- Make recommendations.
- Add comment link in Webpage.

## STANDARD 3: PERSONNEL AND PROFESSIONAL DEVELOPMENT

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

### **Focused Practices for 2010-2013 Academically – Intellectually Gifted Plan**

S3: c – Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

S3: g – Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

S3 PRACTICE A: Maintained Practice (Mostly Evident)

**Employs an AIG-licensed educator(s) to guide, plan, develop, implement, revise, and monitor the local AIG program.**

**RATIONAL FOR SELECTION:**

Currently the Montgomery County School's AIG Coordinator holds an up-to-date Academically / Intellectually Gifted license. The AIG coordinator will maintain NC AIG licensure in order to understand the needs of AIG students, the importance of quality differentiated curriculum and how to communicate with parents and provide support for AIG teachers and teachers of AIG students.

**DISTRICIPTION:**

The Montgomery County Schools' coordinator will keep licensure current and continue to pursue professional development and conferences in the area of Academically / Intellectually Gifted programs. The MCS AIG coordinator will continue to attend state and regional meetings.

**PLANNED SOURCES OF EVIDENCE:**

- Current North Carolina Academically / Intellectually Gifted licensure.
- Professional Development programs attended.
- Calendar of Regional and State meetings attended.

S3 PRACTICE B: This practice is a Focused Practice for 2010-2013. (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program recognizes and advocates that AIG teachers are the most qualified individuals to deal with the unique needs of gifted learners and must receive staff development to stay current on best practices, including 21<sup>st</sup> century skills.

**GOALS FOR IMPROVEMENT:**

- To provide professional development for AIG teachers in order to ensure that quality, rigorous, and instruction based upon current research education is being afforded AIG students.

**DESCRIPTION:**

Collaboratively a collection of new and effective instructional strategies will be composed, so that they can be shared amongst current AIG teachers and/or with new AIG teachers. A survey will be conducted of AIG teachers to determine professional development needs and experienced AIG teachers will be assigned to new AIG teachers in order to serve as a mentor to them.

**PLANNED SOURCES OF EVIDENCE:**

- Activities to share.
- Staff Development programs.
- List of North Carolina Academically / Intellectually Gifted licensed teachers.
- List of AIG teachers mentoring regular education classroom teachers with cluster groups.

S3 PRACTICE C: This practice is a Focused Practice for 2010-2013. (Mostly Evident)

**Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to establish minimum requirements of professional development for everyone involved with the AIG program to raise the level of service provided to students and parents/families. A specific amount and a range of ways by which this can be accomplished, along with a minimum standard based upon the teachers role in the school should be defined. This professional development should be on-going and should be in a constant state of self-examination and review in order to ensure the most time and cost effective forms of gifted instruction support.

**GOAL FOR IMPROVEMENT:**

To establish specific and appropriate professional development requirements for all personnel involved with the Montgomery County AIG Programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

**DESCRIPTION:**

**Personnel and Professional Development**

All school-based and district instructional personnel are responsible for the supervision and development of AIG Services through differentiation of curriculum and instruction. The District Coordinator for the AIG Program in Montgomery County Schools, principals, AIG teachers, and classroom teachers are directly responsible for administering and implementing Gifted Education Services as defined in this plan.

Currently staff development may be grade level meetings or individual conferences with teachers concerning student needs. Much more consistent and deliberate professional development is needed for teachers and AIG to collaborate to differentiate curriculum and instruction appropriately. A more effective way to achieve this within the current Professional Learning Communities must be designed. A specified length of time and a variety of ways by which this can be accomplished should be established, and a minimum level requirement based on the educator's role with gifted students should be established.

**Professional Development Goals for the Classroom Teacher of Gifted Clusters:**

- Develops expertise in curriculum modifications for gifted learners as described in this plan.
- Possess diverse knowledge of application of instructional practices that benefit gifted learners.
- Possesses knowledge about the nature and needs of gifted learners and responds with development and implementation of appropriate curriculum.
- Seeks the expertise of AIG Coordinator and AIG classroom teachers regarding their knowledge of best practices associated with differentiated curriculum and instruction for gifted learners.
- Provides modeling and coaching for other teachers when appropriate.

**Personnel Preparation Plan**

The Coordinator of the AIG program will develop a list of district-sponsored workshops for teachers of elementary and middle school gifted clusters each year. Teachers should attend two development trainings in their first year of teaching a gifted cluster and one each year thereafter. Teachers who are not assigned a cluster of identified students are encouraged to complete one or more training sessions each year. All teachers should be required to complete a minimum training in differentiating curriculum and instruction. Principals may recommend participation by other cluster and non-cluster teachers.

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*The following models for district-wide and school-based professional development for cluster teachers and other personnel who are responsible for the instruction and facilitation of learning*

*for students who are advanced reflects a differentiated approach for teachers and others who have a range of needs.*

### **District PD for Teachers**

- All teachers of gifted clusters will participate in on-going school and district professional development in order to address the needs of gifted learners by completing the following district offerings as needed.

### **Possible models for completing the professional development topics in the chart include:**

- Continuing collaboration for training in Professional Learning Community(PLC) meetings or other grade level meetings with the support of a trained teacher expert, AIG teacher, or other specialist (school-based).
- Instruction, modeling and coaching for the creation of differentiated curriculum and instruction (district or school-based).
- Embedded professional development during planning sessions provided by the AIG Coordinator, trained teacher, or other specialist (school-based).
- In-service workshops, conferences, or institutes facilitated by the Coordinator of Gifted Programs and other Instructional Services Division coordinators (district-based).
- Book Study groups of gifted resources.
- Online webinars (commercial and/or district created) as they are available.

### **Examples of “Best Practice” Strategies and Topics for Embedded Professional Development:**

- Flexible grouping
- Concept-based instruction
- Thematic instruction
- Curriculum compacting
- Taxonomies for Higher Levels of Thinking
- Problem-based learning/guided discovery learning
- Inquiry Learning
- Advanced literature studies, book clubs, thematic literature circles, etc.
- Characteristics of an “advanced text”
- Extensions
- Depth of content
- Abstract content
- Complex content
- Advanced or complex product choices
- Tiered rubrics and assessments
- Tiered instruction
- Learning content
- Higher order thinking and questioning
- Pre-assessments and curriculum compacting
- Portfolios as tools for growth, reflection, and metacognition
- Portfolios as tools for identification of potential and/or achievement
- Paideia Seminars
- Open-ended thinking, training, and practice
- Multiple Intelligences Model
- Successful Intelligences Model
- Learning Styles and instructional applications

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- Multi-disciplinary and integrated content and instruction
- Independent projects/Independent Study
- Issues and trends in gifted education
- Creating curriculum and instruction to nurture and develop potential
- Differentiation for underachievers and at-risk populations
- Curriculum and instruction to address social and emotional needs
- Advanced research and literacy skills in technology
- Group productions

Gifted licensure is recommended and encouraged for all teachers of gifted cluster groups. The District Coordinator for the AIG Programs provides information about institutions of higher learning that offer gifted certification for state licensure.

Who should receive training	When	Required Topics	Training Topics
Teachers of Elementary and middle school gifted education clusters	First year of serving AIG students or principal recommendation	Topics 1 and 3	1) Identification of traditional and non-traditional characteristics of gifted learners. 2) Needs and nature of gifted learners. 3) Differentiation of curriculum and instruction that meets the academic, intellectual, and socio-emotional needs of gifted learners who are developing their abilities to increase academic achievement. 4) Instructional strategies and methods for creating differentiated curriculum and instruction for gifted learners, including specific strategies for literacy, mathematics, integrated studies, and integrated technology. 5) Critical and creative thinking 6) Student-created portfolios that function as a measure of growth for learning through reflection and goal-setting.
	Year #2	Topics 2 and 4	
	Subsequent years	Teachers select one or more modules each year.	

**PLANNED SOURCES OF EVIDENCE:**

- North Carolina Academically / Intellectually Gifted licensure list.
- Workshop Dates.
- Meeting Sign-in Sheets

**S3 PRACTICE D: Future Practice** (Mostly Evident)

**Places AIG students in classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.**

**RATIONAL FOR SELECTION:**

The Montgomery AIG Program acknowledges that it takes trained AIG professionals to properly address the needs of gifted learners. It is our goal to place AIG students only in classrooms where the teachers have met professional development guidelines established in this document or earned their instructor of gifted learners add-on license.

**IDEAS FOR STRENGTHENING:**

- To procure enough AIG trained teachers so that all AIG students can be placed in classrooms with properly trained teachers to meet the unique needs of gifted learners.
- To place larger clusters of AIG students together for short periods of the day.

**S3 PRACTICE E: Maintained Practice** (Mostly Evident)

**Aligns professional development with local AIG program goals and other district initiatives.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to continue to align professional development with our local goals, along with the other district initiatives that have been identified. The Gifted Program in Montgomery County functions within the bigger picture of the LEA goals and therefore always works to align itself with these targets and objectives.

**DESCRIPTION:**

Arranged professional development for Academically / Intellectually Gifted teachers will continue to support the goals and initiatives of the AIG Program, such as:

- Learning Focused Framework
- Thinking Maps
- Academic Vocabulary
- Instructional Differentiation
- Technology Workshops

**PLANNED SOURCES OF EVIDENCE:**

- A. Meeting Agendas
- B. Calendar of Workshops
- C. School Trainings according to needs
- D. District Events

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S3 PRACTICE F: Future Practice (Mostly Evident)

**Aligns professional development opportunities with state and/or national teaching standards, including 21<sup>st</sup> century skills and content at advanced levels.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program recognizes the importance of on-going professional development for teachers in order to meet the challenges of emerging 21<sup>st</sup> century technology and the necessity to be prepared at an advanced level for our students. We will continue to seek out opportunities to grow and develop the capacity of our teachers to function in the 21<sup>st</sup> century at a high level.

**IDEAS FOR STRENGTHENING:**

- A. District Calendar for PD
- B. School-Based PD short sessions
- C. Online Orientations
- D. Webpage events

S3 PRACTICE G: This practice is a Focused Practice for 2010-2013. (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to find a way to provide opportunities for AIG teachers and regular education teachers to plan together and collaborate during designated planning times. These opportunities should be developed and scheduled at the district level and at the building level by the principal. Professional growth by teachers garnered through workshops and training, is not productive until it is put to practical use in the classroom.

**GOAL FOR IMPROVEMENT:**

To fully articulate and realize the professional development for everyone who plays a role in the AIG Program as outlined in this document and to establish designated dates and times for collaborative planning by AIG. This time should be used to develop lessons that will implement strategies learned during training sessions specifically designed for the instruction of gifted learners.

**DESCRIPTION:**

The professional development expectations were defined in “Practice C” the following is a description of the overall responsibilities of the different personnel involved with the Gifted Program including what those responsibilities are concerning professional development and planning.

**Personnel and Professional Development**

**District Coordinator of Gifted Education**

- Advocates for gifted education and for gifted students.
- Helps plan, develop, monitor, and coordinate the district programs for Academic Enrichment and for AIG Services according to the district Academically-Intellectually Gifted Plan.
- Articulates and provides professional development for successful implementation of the Primary Nurturing and Enrichment Program for K-3 grade. (2013-2016)

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- Articulates and provides professional development for the district's AIG lead teachers for effective implementation of their roles and responsibilities.
- Articulates and provides professional development of the integration of general and gifted education to meet the goals for student achievement.
- Oversees the financial management of the program.
- Meets regularly with AIG teachers.
- Maintains the district website information on Gifted Education Programs.
- Coordinates all high school nominations for identification and sends letters to students new to gifted programs, i.e., enrolled in Honors/AP but not previously identified for AIG.
- Helps develop and disseminate program information to parents through a variety of forms and sources.
- Communicates district-wide program concerns to the Superintendent, Board of Education, Principals, and community as appropriate.
- Serves as the district liaison to Department of Public Instruction and NC Distance Learning Program.
- Coordinates annual reports from the schools to assess implementation measures included in the district Academically-Intellectually Gifted Plan.
- Coordinates program reviews, surveys, and revisions of the district Academically-Intellectually Gifted Plan as indicated in this plan and by the Department of Public Instruction.
- Facilitates and attends all AIG Parent Advisory Council meetings.
- Attends professional conferences, institutes, workshops, and information sessions.
- Is licensed with state certification or an advanced degree in gifted education.

### **Principal**

- Monitors and supports all components of the approved district 2010-2013 Academically-Intellectually Gifted Plan and implementation of the classroom Differentiated Education Plans.
- Creates common time and support for regularly scheduled collaborative planning between grade level PLC teachers and the AIG Lead Teacher for the development of differentiated curriculum and instruction.
- Supports on-going professional development to implement components of the district Academically-Intellectually Gifted Plan successfully for all staff.
- Assigns identified students to classroom clusters as outlined in the 2010-2013 Academically-Intellectually Gifted Plan.
- Appoints members of the school-based Gifted Identification Team (GIT) and supports its work in matching student needs with appropriate services for placement and programming.
- Participates in professional development for gifted education as appropriate.

### **Gifted Education Teacher and/or AIG Lead Teacher**

- Advocates for gifted students and the recognition and development of gifts and talents in students having potential.
- Helps plan, develop, coordinate, and monitor the school program for Academic Nurturing and Enrichment. (elementary 2013-2016)
- Helps plan, develop, coordinate, and monitor the school program for AIG Services.

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- Assists the principal in cluster grouping of students in grades K-8 according to the 2010-2013 Academically-Intellectually Gifted Plan.
- Collaborates with cluster teachers and interdisciplinary teams to develop Differentiated Education Plan (DEPs) in the fall and conduct other reviews and assessments, such as DEP portfolio reviews for progress and end-of-year updates.
- Collaborates with and supports grade level PLC teachers on a regular basis to differentiate curriculum and instruction for identified students and others having need of advanced curriculum in the regular classroom. This includes development of differentiated curriculum, materials, and lessons as well as location of differentiated resources.
- Collaborates with classroom and Exceptional Children teachers, and 504 and SST coordinators to develop and implement the goals of twice-exceptional students.
- Attends 504 or IEP review meetings for twice-exceptional students and ensures that goals are incorporated into these processes.
- Provides direct services to identified students and others having need for advanced curriculum and instruction at flexible times as needed.
- Participates in district professional development on differentiation of curriculum and instruction and provides follow-up training to teachers as appropriate. This includes training for the development of curriculum and instruction that addresses the socio-emotional needs of gifted students.
- Coordinates school-wide communications and serves as a resource for AIG Services to parents and faculty.
- Reviews nomination, gathers information to complete student “needs assessment” profiles, and communicates related procedures and results to parents.
- Updates school gifted education files and coordinates NC Wise database entries and student records to complete the annual state AIG headcount by April 1<sup>st</sup>.
- Provides transition information from elementary to middle school and from middle school to the district coordinator for rising sixth and ninth grade students identified for specific program service options.
- Completes district annual reports on implementation of components of the 2010-2013 Academically-Intellectually Gifted Plan in collaboration with the principal.
- Facilitates extra-curricular enrichment activities and special programs as appropriate for gifted programming.
- Attends professional development sessions as needed and available.
- Completes district training on adult collaboration and other topics as needed.
- Is licensed with state certification or an advanced degree in gifted education.

### **Classroom Teacher**

- Differentiates curriculum and instruction for students identified through provision of regular and ongoing opportunities for enrichment, extensions and acceleration of the NC Standard Courses of Study.
- Uses results of learning to guide curriculum and instruction for flexible groups of students.
- Collaborates with other members of the teacher’s Professional Learning Community (PLC) and the AIG Lead Teacher at frequent and regular times to provide ongoing differentiated curriculum and instruction for advanced learners with the support of the AIG Coordinator.

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- Collaborates with AIG and Exceptional Children teachers, 504 and SST coordinators to develop and implement the goals of twice-exceptional students.
- Documents and maintains ongoing evidence of DEP activities, assignments, and reflections on growth in DEP portfolios for identified students in grades K-8 throughout the school year and sends the completed DEP portfolio home at the end of the year. (2013-2016)
- Provides student information for nominated students and Annual Reviews.
- Identifies academic and intellectual abilities and interests to develop student potential.
- Integrates affective curriculum and instruction designed to meet the socio-emotional needs of identified students with the support of the AIG Lead Teacher and County coordinator.
- Participates in on-going school and district professional development in order to address the needs of gifted learners by completing the district PD requirement for his/her role in gifted education.

### **Guidance Counselor**

- Schedules and supports clustering of identified students into cluster classrooms as specified in the Academically-Intellectually Gifted Plan.
- Helps students and parents with academic guidance for coursework that is appropriately rigorous and that supports students' long-range goals. (elementary, middle, and high school)
- Provides counseling and affective education for students in need of socio-emotional support.
- Meets with students identified in grades 5 and 8 to provide information about appropriate course selections, especially in math, foreign languages and online courses.
- Assists in course scheduling for dually enrolled students.
- Assists in middle school and high school transition planning, including academic preparatory pathways. (elementary, middle, and high school)
- Attends professional development in gifted education as needed, with particular emphasis on addressing socio-emotional needs of gifted learners.

### **Media and/or Technology Specialists**

- Collaborate with the AIG Lead Teacher and classroom teacher to provide differentiated curriculum and resources for advanced learners.
- Delivers differentiated curriculum and instruction.
- Assist students and teachers with special projects in locating appropriately advanced resources.
- Participate in gifted education professional development as needed.
- Incorporate enrichment and extension activities based on the North Carolina Standard Courses of Study.
- Identify and develop students' abilities and interests.

### **Exceptional Children's Teacher**

- Collaborates with classroom teacher and Gifted Education Specialist to develop and administer the progress and growth of each of twice-exceptional student.

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- Incorporated goals of 2e students into IEP goals
- Includes AIG Lead Teacher in all decision-making processes regarding twice-exceptional students.

### **504 and Student Support Team Coordinators**

- Collaborates with classroom teacher and AIG teacher to develop and administer the progress and growth of each twice-exceptional student.
- Incorporated goals of 2e students into 504 Plan goals.
- Includes AIG teachers in all decision-making processes regarding twice-exceptional students.

### **PLANNED SOURCES OF EVIDENCE:**

- A. School planning calendar
- B. Meeting Schedules
- C. District Workshop Schedule

### STANDARD 4:

#### COMPREHENSIVE PROGRAMMING WITHIN A TOTAL SCHOOL COMMUNITY

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

Focused Practices for 2010-2013 Academically – Intellectually Gifted Plan

S4: d – Informs all teachers, school administrators, and support staff about delivery of differentiated services, and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

S4: e – Communicates among and between teachers and schools to ensure an effective continuation of K – 12 services, especially at key transition points.

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#### S4 PRACTICE A: Maintained Practice (Mostly Evident)

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

### **RATIONAL FOR SELECTION:**

The AIG plan is closely aligned with 21<sup>st</sup> Century Learning Skills and will continue to explore opportunities to better serve the social and emotional needs of our students.

### **DESCRIPTION:**

The Montgomery County AIG Program will continue to strive to meet the needs of all AIG students. Meet not only their academic needs but meet the intellectual, social, and emotional needs through purposeful conferencing with AIG students. We will continue to develop the North Carolina Virtual Public School (NCVPS), Community College Online and UNCG iSchool opportunities for AIG students. We will send a letter to each rising 9<sup>th</sup>-11<sup>th</sup> grade AIG student about the online program opportunities available during their high school years. Plan with middle schools and meet with each grade level of students to share opportunities, provide PTO programs and Open

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House information centers for information about online courses. We will also place links to online resources for the social needs of these students and the academic courses available to AIG students.

### **PLANNED SOURCES OF EVIDENCE:**

- Middle School grade level student meetings
- Letters to AIG Students
- Online resources listed and linked on webpage
- PTO meetings
- Open House Booth

### **S4 PRACTICE B: Future Practice** (Mostly Evident)

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

### **RATIONAL FOR SELECTION:**

The needs of the advanced learner are best met when the AIG program and services are aligned with the program goals and resources of the LEA. An AIG program need has been identified to better differentiate services in the elementary school, to provide a toolkit of differentiated resources and/or activities to teachers.

### **IDEAS FOR STRENGTHENING:**

- Provide a toolkit of differentiated resources and/or activities for elementary school teachers.
- Provide Staff Development for specific math and reading differentiation.
- Schedule Staff Development for teachers teaching gifted students to include: identification process, goals of program, and student's DEP.

### **S4 PRACTICE C: Future Practice** (Mostly Evident)

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

### **RATIONAL FOR SELECTION:**

The needs of the advanced learner are best met when the AIG program and services are aligned with the program goals and resources of the LEA and connected to the total instructional program. MCS has found a need to connect rigorous and challenging work for identified students.

### **IDEAS FOR STRENGTHENING:**

- NC SCOS offers differentiated and challenging resources to serve students and we need to lineate per grade level in specific areas of identification.
- Inform all teachers, at the beginning of the year, of students identified and their specific area of giftedness.
- Inform all core teachers of the wait and watch list.
- Better inform all teachers, parents, community of NCVPS, NCSSM, eLearning NC and UNCG-iSchool opportunities

### **S4 PRACTICE D: This practice is a Focused Practice** for 2010-2013. (Mostly Evident)

**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.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to improve the process for informing others about what the AIG program is all about and the regulations that govern it.

**GOAL FOR IMPROVEMENT:**

Improved communication within the AIG Program about the differentiated services and instruction for AIG students, the regulations associated with those services, and MCS AIG program and plan.

**DESCRIPTION:**

The majority of academically or intellectually gifted students are assigned to regular classrooms in clusters and served with program service options for students in grades 3-8. These services are delivered through inclusion of gifted education curriculum and instruction in the regular classroom. Cluster grouping is a purposeful placement in which a group of students in grades 3-8 with similar needs for differentiated curriculum and instruction is grouped to receive differentiated instruction in a mixed ability classroom.

For the AIG Service Options in grades K-8, teachers meet regularly in grade level groups or with others who teach the same subject and curriculum to evaluate assessment results, co-plan curriculum and instruction with various grouping strategies, and participate in training for differentiation of curriculum and instruction. Regular and frequent collaboration between the classroom teacher and the Gifted Education Lead teacher is essential to ensure academic growth in identified students. Teachers devote proportional class time to differentiating instruction to meet the needs of identified students.

A few students in grades 6-8 receive program service options listed through NCVPS. These services are delivered in the regular classroom or in a separate setting under the direction of the lab/or Distance Learning Advisor (DLA). Direct instruction is through teachers hired by NCVPS. Service options may accelerate curriculum and instruction for highly gifted learners.

**Required Differentiated Education Plan Components: Elementary School**

Area of Identification: Reading (reading, writing, and other communication skills):

- Advanced vocabulary study.
- Advanced fiction and non-fiction texts.
- Advanced literature studies, including integrated studies with applied literacy in science, social studies, and mathematics.
- Differentiated writing instruction using advanced rubrics
- All items listed under “Both areas of Identification” below

Area of Identification: Math

- Advanced problem solving
- All items listed under “Both Areas of Identification” below.

Both Areas of Identification: Literacy and Math

- Higher order, critical and creative thinking skills applied to all core curricular areas.
- Cluster grouping

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- Flexible grouping within a class or across grade level classes for rigor as identified and based on need for literacy and/or math.
- Advanced skills in applied literacy and mathematics in science and social studies contexts.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement and growth opportunities.
- Multi-disciplinary unit and/or integrated project.
- Applied and integrated skills for the 21<sup>st</sup> century learner.
- Interest based inquiry projects.

### **Optional Differentiated Education Plan Components for Gifted Education: Elementary School**

Subject area or content acceleration, grade acceleration, or curriculum compacting and in-class grouping for students who have undergone pre-assessment and need replacement activities for areas of curriculum that have already been mastered.

Many elementary schools offer extra-curricular academic and creative competitions, activities, and clubs such as:

- Odyssey of the Mind
- Math 24
- Science Olympiad
- Battle of the Books
- Spelling Bee
- Geography Bee
- Contests in writing, science, and math
- Duke MAP Program for students in grades 4-5
- Dance, chorus, drama, and other visual and performing arts clubs
- Chess, Scrabble, and other extra-curricular enrichment opportunities

Opportunities such as these, in addition to summer camps and classes, may be recommended to address academic, intellectual, and socio-emotional needs as well as intellectual and creative talents and interests.

### **Required Differentiated Education Plan Components: Middle School**

Area of Identification: Communication Skills (reading, writing, other communication skills):

- Advanced vocabulary study.
- Advanced fiction and nonfiction texts.
- Advanced literature studies, including integrated studies with applied literacy in science, social studies, and mathematics.
- All items listed under “Both Areas of Identification” below.

Area of Identification: Math

All middle schools provide the following accelerated math courses as program services for qualified students.

- At sixth grade, options include differentiated Math 6 and Pre-Algebra 6.
- At seventh grade, options include Pre-Algebra and Algebra I.
- At the eighth grade, options include Algebra I, Geometry, and Algebra II.

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### Both Areas of Identification: Communication Skills and Math

- Higher order, critical and creative thinking skills applied to all core curricular areas.
- Cluster grouping as identified for Communication Skills and/or math.
- Flexible grouping within a class or across grade level classes for rigor as identified and based on need for literacy and/or math.
- Advanced skills in applied literacy and mathematics in science and social studies contexts.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement and growth opportunities.
- Multi-disciplinary unit and/or integrated project.
- Applied and integrated skills for the 21<sup>st</sup> century learner.
- Interest based inquiry projects.
- Elective course choices appropriate for and attractive to gifted students.
- Subject Area or Content Acceleration: If evidence is established that a student needs out-of-grade placement for a single subject for all or part of a grade level's course of study, the student will be placed in the most appropriate setting.
- Grade Acceleration: Requests to skip a grade are determined on an individual basis in accordance with a needs assessment. The principal requests evidence and the advice of teachers and the Gifted Identification Team to determine a student's academic, social, emotional, physical, and motivational maturity in making the decision to grade-skip.
- Course Acceleration: Middle school electives include a variety of courses in foreign language, technology, visual and performing arts, and several other semester and yearlong course options that are of interest to gifted learners. NCVPS allows offerings in a variety of foreign languages, math and sciences for online learners.

### **Optional Differentiated Education Plan Component for Gifted Education: Middle School**

Curriculum compacting and in-class grouping for students who have undergone pre-assessment and need replacement activities for areas of curriculum that have already been mastered.

Extra-curricular academic and creative competitions, activities and clubs include:

- Chess Club, FPS, DI and other school site club choices.
- Opportunities for community service, etc.
- Participation in high-level competitions and classes: Examples include Odyssey of the Mind, Math Counts, the National Geography Bee, Spelling Bee, and Science Olympiad, the American Mathematics Competition, Duke TIP summer courses and weekend offerings. The Duke TIP talent search, various summer classes sponsored by colleges, universities, and other organizations, etc.

Other opportunities such as Duke Talent Identification Program (TIP) Talent Search (grades 7) and summer camps and classes may be recommended to address academic intellectual and socio-emotional needs or development of leadership, talent and interests.

### **Program Service Options: High School**

The high school Differentiated Education Plan (DEP) serves students grades 9-12.

Students who enter high school with previous identification for AIG Services continue to be identified in grades 9-12. High school students enrolled in one or more honors and/or Advanced Placement (AP) courses are also identified for AIG High School DEP. The High School DEP provides for selection of interest-based and high challenge electives and participation in extra-

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curricular clubs, activities, and competitions. These provisions help to meet students' unique academic, intellectual, and affective needs according to their academic goals and interests and provide opportunities that incorporate 21<sup>st</sup> century skills and global awareness.

Program service options for high school students consist of an array of courses that offer enrichment, extension, and acceleration of curriculum and instruction. High school Honors and Advanced Placement (AP) course offerings provide enrichment, extension, and acceleration of the regular curriculum to provide rigorous, relevant, and engaging experiences for gifted students in grades 9-12. Throughout the Honors and AP course selection process, the high school instructional and counseling staff provides guidance to students in choosing appropriately challenging courses. The Distance Learning Advisor (DLA) will assist in recruiting students for online classes. During this process, all school personnel recognize and encourage students having the potential to succeed in advanced courses and recommend them to department chairs.

All high schools offer an extensive array of elective courses designed to develop individual talents and interests. The extra-curricular activities include academic, technical and creative competitions, activities and club opportunities. They provide a wide variety of opportunities for self-development through leadership, artistic and creative exploration, performance, and community and civic service. All of these options offer a variety of opportunities for academic, intellectual, social, and emotional growth and development.

### **Differentiated Education Plan Components: High School**

- Distance Learning Courses (NCVPS – Honors and 28+ AP courses), iSchool, Learn and Earn Online and North Carolina School of Science and Mathematics)
- Honors level courses f2f in math, English, social studies, foreign language, arts, and science.
- Advanced Placement (AP) f2f courses.
- Elective choices appropriate for and interesting to gifted students.
- Extra-curricular academic and creative competitions, activities and clubs.
- Dual enrollment through e-learning community college, and/or university (or other approved service provider): For highly gifted students who have exhausted appropriate options at their schools and have established and documented needs for acceleration of academic coursework, provisions may be made for them to attend a higher level institution for identified area(s) of study or participate on campus in the online lab with multiple options for extended classes- 6-8 per semester.

Extra-curricular activities and middle and high school elective courses may be recommended to address academic, intellectual, and socio-emotional needs.

### **Socio-Emotional Guidance and Counseling**

Social and emotional needs are conditions that are requirements for health, well-being, and self-understanding. Some students with dual exceptionalities suffer great frustration because of discrepancies between their abilities and disabilities. Gifted students who experience depression, underachievement, or emotional/behavioral difficulties related to learning disabilities are at greater risk for problems in social and emotional adjustment. As result, they need to be provided coping skills through appropriate interventions. Curriculum and instruction are designed to address socio-emotional issues pertaining to gifted learners, since curricular content and instructional practices can be targeted to address the healthy and holistic development of self-concept.

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Features of this 2010-2013 Academically –Intellectually Gifted Plan to support all gifted learners in the socio-emotional area include the following:

- Appreciation for and embracing of diversity through curricular content and instructional strategies.
- Cluster and flexible groupings to accommodate the need for developmental and intellectual peers.
- Primary Nurturing and Enrichment kindergarten through third grade to identify and develop capacity for rigorous study and intellectually potential (2012-2013).
- A range of program options to meet a variety of intellectual needs of students.
- Interest-based curriculum and projects to develop strengths and self-efficacy.
- Integrated affective curriculum and resources, such as bibliotherapy, metacognitive and reflective approaches.
- Development of self-advocacy and strategies for coping with challenge.
- Counseling services to provide students' academic and emotional support as well as guidance for accomplishment of long-term goals.

### **PLANNED SOURCES OF EVIDENCE:**

- School and district websites with all pertinent information translated to native language.
- High School Differentiated Education Plan meetings.
- Staff Development opportunities for elementary, middle, and high school.
- Gifted Education Services meetings with students, parents, teachers, and administrators.

S4 PRACTICE E: This practice is a Focused Practice for 2010-2013. (Mostly Evident)  
**Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.**

### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program understands the importance of the effective continuation of AIG services, especially through difficult transition periods, to the overall academic success of gifted learners.

### **GOAL FOR IMPROVEMENT:**

To effectively communicate and work to collaborate between all stakeholders in the AIG Program in order to ensure the continuation of services throughout the academic career of AIG students, especially during difficult transition periods.

### **DESCRIPTION:**

In order to communicate effectively with parents and the community, various strategies will be employed. They include, but are not limited to:

- Meetings with teachers and parents to discuss the continuum student services delivery options and to review student portfolios (school site). These meetings may include PTA meetings, school Open House centers, Parent-Teacher conferences, and Differentiated Education Plan reviews.
- Website designed to inform teachers, parents and the community about the service options in native language.
- Review of Local Plan by committee, representative of community and schools.

Montgomery County Schools places a high priority on teacher, parental and community involvement. It is our belief that cooperation between and among all in the educational community

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maximizes the development of the academic and intellectual potential of each student. It is the intent of the Academically/Intellectually Gifted (AIG) program to pursue an active line of communication within and among teachers in the district. Intent is to provide ongoing communication to expand educational opportunities for students and allow for maximum student development. The following initiatives will be implemented and/or continued:

- **District-wide Academically/Intellectually Gifted Advisory Board**

An advisory board provides feedback concerning the effectiveness of the Montgomery County School's AIG program. The Advisory Board consists of the AIG Coordinator, three AIG teachers, community representative, three parents, three teachers, and one school board member. This board meets once a year.

- **Academically/Intellectually Gifted Parent Handbook**

A handbook will be provided to give accurate information about the AIG plan to parents and the community. The handbook will also be available to any interested individual through the system's website and translated in native language.

- **Parent Information Sessions**

In the initial phase of the eligibility process, parents will sign a form giving the Gifted Identification Team authorization to establish a student eligibility portfolio. The GIT will review and determine eligibility for the AIG program based upon established guidelines at the elementary, middle, and high school levels. Once the Gifted Identification Team completes the review, parents will either be invited to the school to sign the Differentiated Education Plan or will receive a letter stating the student's current status. Students not receiving a DEP will either receive no services at this time, or will be observed for further indications of need and will be reconsidered before a specific date. Parents have the right to meet with the Gifted Identification Team upon request.

### **PLANNED SOURCES OF EVIDENCE:**

- Meetings with Guidance
- Webpage information with important links and translated into native language
- County Coordinator email and phone number available to parents and students.
- Gifted Parent Handbook online (in translation) and hard copy upon request
- Advisory Meeting Board.

S4 PRACTICE F: Future Practice for 2010-2013. (Mostly Evident)

**Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.**

### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to improve collaboration among all those involved with AIG students.

### **IDEAS FOR STRENGTHENING:**

- To provide all students with the appropriate support and instruction based upon their identified exceptionalities.

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- Collaboration with parents and teachers about differentiation (school site).
- AIG plan on website.

S4 PRACTICE G: Future Practice for 2010-2013. (Mostly Evident)

**Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.**

### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to develop a plan to coordinate all stakeholders and allow everyone to openly collaborate in the best interest of AIG students addressing the social and emotional needs of AIG students.

### **IDEAS FOR STRENGTHENING:**

- Teams consisting of a variety of AIG program stakeholders' need to be established in order to work together in collaboration to meet the needs of our students including school counselors.
- Teams need to have clearly defined objectives resulting from AIG surveys.
- Establish a team of AIG stakeholders with regularly scheduled meeting dates.

S4 PRACTICE H: Maintained Practice (Mostly Evident)

**Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.**

### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program strives to meet the needs of every gifted learner and that means having policies and processes that are flexible enough to meet the unique needs of each individual as deemed appropriate.

### **DESCRIPTION:**

The flexibility necessary to meet the various needs of the AIG student is greatly enhanced by the growing options available through distance learning. Students can determine their own areas of interest and pursue accelerated learning combined with increased rigor in most any online course offered through the distance learning program. Any course offered to students in the state of North Carolina through distance learning will also be offered to MCS students. This opportunity is new to MCS and now allows our students to be future ready and globally competitive. Elementary school students will require a more hands on approach by their teacher in order to tailor a course of action designed specifically for them and will have access to advanced technology for their use.

### **PLANNED SOURCES OF EVIDENCE:**

- Meeting notes of students in question.
- Collaboration notes of previous and present teacher.
- AIG students taking online classes.
- Technology present in all schools.

S4 PRACTICE I: Future Practice (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

Although we are proud of the diversity within the Montgomery County School's AIG Program, without targeted and intentional planning for sometimes under-represented groups in AIG, we can be thoughtful about their participation and inclusion to these important programs. We need time to investigate the results of online involvement with under-represented AIG population and work towards higher expectations for all students.

**IDEAS FOR STRENGTHENING:**

- The Montgomery County AIG Program should reflect the composition of the community that it serves which is a richly diverse population of students. Since the community has been impacted severely by economic hardship for a prolonged period of time, special attention should be paid to the efforts to include economically disadvantaged students.
- There is a large number of English as second language learners within the system and attention should be paid to that particular group of students.
- Finally, statistics indicate an academic achievement gap exists within our African American student population and can be positively impacted by intentional planning to use AIG to help close that gap and encourage online courses.

S4 PRACTICE J: Maintained Practice (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to continue to identify, develop, and support extra-curricular activities that support the goals and interests of AIG students.

**DESCRIPTION:**

Extra curricular programs often address the socio-emotional needs of AIG students. These programs offer AIG students the opportunity to team build and interact in an activity that is outside the traditional curriculum of the daily classroom. Often these activities extend the classroom lesson to meet a need to more fully explore a topic or subject of interest and help develop leadership characteristics.

- Odyssey of the Mind
- Math 24
- Science Olympiad
- Battle of the Books
- Spelling Bee
- Geography Bee
- Contests in writing, science, and math
- Duke MAP Program for students in grades 4-5 and Duke TIP for 7<sup>th</sup> graders.
- Dance, chorus, drama, and other visual and performing arts clubs
- Chess, Scrabble, and other extra-curricular enrichment competitions.
- A variety of academic competitions and contests, such as: Math Bowl, Math Counts, and the National Geography Bee.

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- A variety of applied technology clubs and competitions.
- Opportunities for community service, etc.
- Duke TIP talent search.
- Various summer classes sponsored by colleges, universities, and other organizations, etc.

### **PLANNED SOURCES OF EVIDENCE:**

- School Clubs
- School Websites
- BOE Recognition Achievements
- School, Regional, and State Awards

## STANDARD 5: PARTNERSHIPS

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

Focused Practices for 2010-2013 Academically – Intellectually Gifted Plan

S5: d – Informs all teachers, school administrators, and support staff about delivery of differentiated services, and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

S5: e – Implements initiatives to intentionally involve parents/families and the community in meaningful ways to support gifted education.

S5 PRACTICE A: Maintained Practice for 2010-2013. (Mostly Evident)

**Partners and communicates with parents/families and the community to ensure that the most appropriate services for academic, intellectual, social, and emotional needs of AIG students are provided.**

### **RATIONAL FOR SELECTION:**

Developing and maintaining partnerships with parents/families and the community as a whole is an essential part of ensuring that the needs of all the students in the Montgomery County School AIG Program are being met and provided for.

### **DESCRIPTION:**

Great effort is put into involving parents and families, as well as the community with activities and programs that center upon AIG students. Technology and the social networking capabilities of that technology are used to maintain an open line of communication for all stakeholders. These things are done in order to ensure that a collaborative effort is maintained to provide a variety of services and meet the needs of all our AIG students. Online courses and support is underway, a campaign to inform parents and students about online learning. Communication is the key to the success of the online program.

### **PLANNED SOURCES OF EVIDENCE:**

- Alert Now automated phone invitations to meetings.
- Red-Tag Online Learning Campaign and advertising.
- District Web Page and Web Links.
- Videos
- Meeting sign-in sheets.

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S5 PRACTICE B: Maintained Practice (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program will freely share with all stakeholders including all students' parents/families information regarding the MCS AIG Program, the MCS AIG Plan, along with any other policy that relates to gifted education in Montgomery County. Meaningful collaboration and growth can only occur with open, strong lines of communication.

**DESCRIPTION:**

The Montgomery County AIG Program maintains a readily accessible system wide website in order to facilitate a central place where all AIG information is maintained. In addition the AIG Coordinator, AIG teachers, and schools will sponsor and host regular meetings to disseminate information concerning the AIG program, along with planned activities and events. Parent meetings, presentations and the AIG web page offers a variety of ways to gather knowledge about the AIG plan. All of this information is translated into native languages through the MCS webpage.

**PLANNED SOURCES OF EVIDENCE:**

- MCS web site with link to AIG Plan.
- E-mails
- Printed Brochure
- Calendar of meeting dates.
- Web site translation.

S5 PRACTICE C: Future Practice (Mostly Evident)

**Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to actively seek out and involve the diverse groups that are stakeholders in the local AIG program. They need to be active participants in the execution of the AIG plan.

**IDEAS FOR STRENGTHENING:**

- Parents/families and community members will have to be recruited to become regularly participating and actively contributing members of an advisory group that continues to modify, implement, and monitor the AIG plan as written here.
- Participation from outside the school has been historically difficult to maintain, especially as students move further along on their academic path towards graduation.
- Translators available during meetings.

S5 PRACTICE D: This practice is a Focused Practice for 2010-2013. (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to better inform parents/families and the community as a whole of AIG opportunities. AIG documents are needed in native languages to ensure AIG students' needs are met.

**GOAL FOR IMPROVEMENT:**

Work with community partners to ensure translations are accurate and meaningful to those in need of a translation of the AIG plan.

**DESCRIPTION:**

**PARENT AND COMMUNITY INVOLVEMENT**

In order to communicate effectively with parents and the community, various strategies will be employed. They include, but are not limited to:

- Meetings with parents to discuss student service delivery options and to review student portfolios (school site). These meetings may include PTA meetings, school Open House activities, Parent-Teacher conferences, and Differentiated Education Plan reviews and providing a translator.
- Brochures designed to inform parents and the community about the service options available in native language.
- Review of Local Plan by committee, representative of community and schools.

Montgomery County Schools places a high priority on parental and community involvement. It is our belief that cooperation between and among all in the educational community maximizes the development of the academic and intellectual potential of each student.

It is the intent of the Academically/Intellectually Gifted (AIG) program to pursue an active partnership with parents, businesses, and the community through a variety of means to expand educational opportunities for students and allow for maximum student development. The following initiatives will be implemented and/or continued:

**District-wide Academically/Intellectually Gifted Advisory Board**

An advisory board provides feedback concerning the effectiveness of the Montgomery County School's AIG program. The Advisory Board consists of the AIG Coordinator, an AIG teacher, a principal, a community representative, three parents, three teachers, and one school board member. This board meets once a year.

**Academically/Intellectually Gifted Parent Handbook**

A handbook will be provided to give accurate information about the AIG plan to parents and the community. The handbook will also be available to any interested individual and on the website it can be read in multiple languages.

**Parent Information Sessions**

In the initial phase of the eligibility process, parents will sign a form giving the Gifted Identification Team (GIT) authorization to establish a student eligibility portfolio. The GIT will review and determine eligibility for the AIG program based upon established guidelines at the elementary, middle, and high school levels. Once the Gifted Identification Team completes the review, parents will either be invited to the school to sign the Differentiated Education Plan or will receive a letter stating the student's current status. Students not receiving a DEP will either receive no services at this time, or will be observed for further indications of need and will be reconsidered before a specific date. Parents have the right to meet with the Gifted Identification Team upon request.

**Brochure:**

**Differentiated Education Program  
In High School**

At the high school level most classes are self-selected. Guidance counselors are aware of students identified as academically / intellectually gifted, and talk with them about appropriate courses.

Honors courses and advanced placement classes are taught at each high school and are differentiation options at this level. For students of very high ability and motivation, concurrent enrollment or early admissions to a secondary institution are also options. As at the elementary and middle school levels, there are specific criteria to determine student need for each option.

In addition to cooperative learning, curriculum compacting, tiered assignments, and independent study, high school content modification options also include mentor programs, internships, and distance learning courses.

At all grade levels, elementary through high school, the expected goals for academically/intellectually gifted students are high. The differentiation and content modifications, along with specially trained teachers and staff, provide these students the support and education necessary to meet those goals.

**FOR ADDITIONAL  
INFORMATION  
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**MONTGOMERY COUNTY  
SCHOOLS**

**“Shaping our Future”**



**Academically/Intellectually  
Gifted Program**

### **Multiple Indicators of Giftedness**

Montgomery County Schools believes that giftedness is found across all cultures, races, and economic levels. Giftedness may be manifested in student achievement, aptitude, performance, interest, and motivation to learn. Such high ability students often display the following characteristics:

- A keen sense of humor
- Problem-solving ability
- Large storehouse of facts and information
- Logical reasoning
- High level of originality
- Inquisitiveness
- Quick grasp of new concepts
- Expressiveness with words or numbers
- Commitment to pursue learning

### **AIG Identification And Service Options**

In Montgomery County Schools formal identification of gifted students is ongoing. Primary students who demonstrate a need for differentiation will be served through whole class enrichment, team teaching, and consultation with an AIG Support Specialist.

All Students are screened at the end of the third grade. Parents, teachers, and students may make referrals directly to the school's AIG Support Specialist.

Montgomery County Schools has approximately 100 classroom teachers trained in gifted education. Once identified as academically/intellectually gifted, students are assigned to these teachers for at least part of the school day. All other certified staff in the school system receives training on the characteristics and identification of gifted students, differentiation options, and content modification procedures. AIG Support Specialists work with both teachers and students to ensure that individual student needs are met.

### **Differentiated Education Program In Elementary School**

Elementary school options for differentiation include cluster grouping in reading and/or math, cross-grade level instruction, and enrichment groups. For very high ability students grade skipping may be determined appropriate. There are set criteria for each option.

Students who are cluster grouped are placed in classes with five or more identified academically/intellectually gifted peers in their areas of giftedness. The teachers of these classes are requested to acquire a North Carolina gifted education license.

Content modifications in cluster classes include cooperative learning groups, differentiated instructional units, independent learning contracts, curriculum compacting, independent study, and tiered assignments. These techniques allow students to progress at a different pace or to utilize personal learning styles.

### **Differentiated Education Program In Middle School**

In grades 6-8 differentiation options include cluster grouping in math and/or reading, enrichment grouping, subject skipping, and grade skipping. As in the elementary grades, there are set criteria for each option. In addition, there are special criteria for placement in pre-algebra and algebra. Online math and foreign languages are options for differentiation. All differentiation decisions are based on demonstrated student need.

Content modification for middle school students is similar to that in elementary school emphasizing cooperative learning, tiered assignments, differentiated instructional units, independent learning contracts, curriculum compacting, and independent study. Students are encouraged to pursue areas of interest through these modifications.

**PLANNED SOURCES OF EVIDENCE:**

- Web site
- Transition options
- Brochure
- Meeting agendas

S5 PRACTICE E: This practice is a Focused Practice for 2010-2013. (Mostly Evident)

**Implements initiatives to intentionally involve parents/families and the community in meaningful ways to support gifted education.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to develop ways to involve the diverse population of the local community at all grade levels to support the gifted education program and its goals.

**GOAL FOR IMPROVEMENT:**

1. Have a bi-directional function during informational parent meetings (upper grade students can interpret information for parents).
2. More persistent, wide-spread use of web “forum” type of collaboration between all stakeholders/communities.
3. Do a demographic analysis of parents of identified students (starting with first spoken language)- adjust engagement mechanisms based on demographics.
4. Parent role models – how to be a good advocate for your child.
5. Encourage /promote parent volunteers as a source of in-class / in-school differentiation.
6. (In) Formal mentoring where older AIG students interact, support, mentor younger students. Let the later-grade students “teach” lower-grade students, resulting in bi-directional benefits (i.e. learning by teaching).

**DESCRIPTION:**

AIG family events highlighting accomplishments of students at open house, with booths set up to provide information about differentiation services and to encourage AIG parents to become classroom volunteers and speakers in their areas of expertise.

**Strategies for Communication**

- Informational meetings are held at each elementary and middle school by the Gifted Identification Teams (GIT) and/or the AIG Coordinator to help school faculties and parents understand components and plans for implementation of the revised 2010-2013 Academically/Intellectually Gifted Program Plan.
- School and district websites include updates of special events, nomination forms and information for various program options in English and Spanish or native language.
- Parent and teacher resources, a calendar for gifted education events, and highlights in gifted education are posted on the district website.
- Differentiated Education Plans (DEPs) are sent home with a cover letter by the mid-term of the first quarter. The DEP provides an end-of-year update to parents.
- Each school hosts an informational parent meeting to explain the Differentiated Education Plans and address parents’ general questions and concerns. The District Coordinator for AIG and a high school counselor also hold an Informational meeting in the fall at each high school to discuss the High School Differentiated Education Plan.

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- Individual schools post an informational “School Program” brochure to the school website each fall to provide accurate information about the available special program options at the school.
- A parent handbook provides information about all program options and services in English, Spanish, and other languages as needed. Paper copies will be distributed in the district office to all registering parents and in the schools upon request.
- Parents are informed of all gifted programming placement decisions by letter.
- On-line surveys provide an opportunity for parent input and documentation of answers to open-ended questions. The same opportunity for input is mailed to households not having email addresses.
- The 2010-2013 Academically/Intellectually Gifted Program Plan, information about its development, and historical information regarding previous gifted education plans are included on the district website.

### **PLANNED SOURCES OF EVIDENCE:**

- Family AIG event.
- Open house information booth.
- List of AIG volunteers and speakers.
- Surveys
- Plan placed on MCS website

S5 PRACTICE F: Future Practice for 2010-2013. (Mostly Evident)

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

### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs the help and support of all its stakeholders in order to provide the very best academic assistance possible for its students. This practice requires the development of community outreach with and between families, businesses and institutions.

### **IDEAS FOR STRENGTHENING:**

- Strong partnerships and meaningful relationships with a wide variety of resources will continue to be extremely important to the Montgomery County School AIG Program.
- Resources must be cultivated and maintained; support comes in a variety of forms including monetary, political, volunteerism, parental, along with a host of other ways.
- These resources and their support will help maintain the continued stability and effectiveness of the AIG program.
- Develops seminar speakers for family events for AIG students and parents.
- Strong AIG presence in Distance Learning.

## STANDARD 6: PROGRAM ACCOUNTABILITY

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

Focused Practices for 2010-2013 Academically – Intellectually Gifted Plan

S6: d – Maintains, analyzes, and shares student performance growth and annual drop-out data for AIG students.

S6: g – Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement..

**S6 PRACTICE A: Maintained Practice (Mostly Evident)**

**Develops a written AIG plan describing the local AIG program in accordance with state legislation and policy, which has been approved by the LEA’s school board and sent to SBE/DPI for review and comment.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program will develop a written AIG Plan that will document the local AIG program in accordance with all state laws and policies. It will be reviewed and refined by SBE/DPI and then submitted for the approval of the Montgomery County Board of Education. Knowledge of North Carolina State Legislation (Article 9b-1998) and State Board of Education policy (NC AIG standards, 2009) provide guidance to serve AIG students.

**DESCRIPTION:**

This written plan for the Academically/Intellectually Gifted Program of Montgomery County Schools, will be completed in compliance with the rules, regulations, and policies established by the state legislation. All six standards and fifty-one practices will be addressed within the plan. Practices will be designated as “Focused Practices” within the 2010-2013 plan or “Maintained Practices” or else practices to be developed during “Future” years.

**PLANNED SOURCES OF EVIDENCE:**

- Plan to DPI by July 15, 2010.
- Plan approved by Montgomery County Board of Education.
- Coordinator will monitor AIG plan.
- Meeting attendance.

**S6 PRACTICE B: Maintained Practice (Mostly Evident)**

**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.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program will monitor itself and the implementation of the AIG Plan to remain in accordance with state policy and to ensure the continued growth and development of the program in order to serve all gifted students to the full extent of our capability.

**DESCRIPTION:**

Communication is an essential element to the successful monitoring and implementation of the AIG plan. Teachers, administrators, students and parents alike must continue to maintain open lines of communication in order to successfully incorporate the essential elements of the AIG plan. Opportunities for meaningful reflection upon both the areas of success and those areas needing additional support within the plan will have to be taken into account. Annual review of the AIG plan by the AIG advisory Committee will assist in monitoring.

**PLANNED SOURCES OF EVIDENCE:**

- Annual Review by Advisory Committee.
- Yearly report to Leadership Team.
- The AIG Plan

S6 PRACTICE C: Maintained Practice for 2010-2013. (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to continue to utilize and monitor available state funds for the AIG program effectively.

**DESCRIPTION:**

Especially with the current budget problems that education is facing across the state, it becomes imperative that all funding resources are monitored effectively and used judiciously. This should go well beyond state policy and be about maintaining public trust and cooperation. The AIG coordinator will work with Montgomery County School's financial office to annually review AIG budget and ensure that state AIG funds are being used to support district AIG program goals.

**PLANNED SOURCES OF EVIDENCE:**

- Purchase Orders
- AIG budget spreadsheet
- 

S6 PRACTICE D: This practice is a Focused Practice for 2010-2013. (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program will share and use all the data available to provide direction for the AIG decision making process. A need has been identified to monitor more closely AIG performance growth.

**GOAL FOR IMPROVEMENT:**

To make thoughtful use of all available data and share the information so that it can be used by all those concerned to support AIG students.

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### **DESCRIPTION:**

The collection, maintenance, analyzing, and sharing of data for Montgomery County AIG students will include but not be limited to:

- Student growth for AIG identified students.
- Clear communication of identification and placement processes in all program elements on the district AIG website.
- Development and implementation of policies and procedures for servicing twice-exceptional and other under-represented populations.
- Consistency of implementation of an integrated, research-based Primary Nurturing and Enrichment Program. (2013-2016)
- The continuation of district-wide differentiated curriculum guide development.

The district AIG coordinator will include information about the progress towards successful implementation of the following features of the 2010-2013 in the annual report provided to the Board of Education, Superintendent, and the district Gifted Advisory Committee. It will describe the status of gifted programming and provide formative reports on the components of the evaluation plan.

Educational Value-Added Assessment System (EVAAS) will be utilized as a data source to provide information needed to compile an up to date portfolio for AIG students. Reports will be assembled for teachers and principals so that they can assess individual student performance and monitor AIG drop-outs.

A full review of the Gifted Education Program will be scheduled as a summative evaluation in the year prior to the development of the next revision of the Academically/Intellectually Gifted Program Plan. At that time surveys will be re-administered to all parents, educators, and students in the gifted education community to assess the level of satisfaction and quality of services.

### **PLANNED SOURCES OF EVIDENCE:**

- EVAAS Data
- Drop-out data.
- Surveys

S6 PRACTICE E: Future Practice for 2010-2013. (Mostly Evident)

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

### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to identify a means to ensure that diversity continues to be strength of the local AIG program. A systematic approach to continuous monitoring of the diversity within the Montgomery County School's AIG program must be developed and maintained in order to ensure a rich cross section of representation within the program. It is important to explore alternative identification methods that accurately assess under-represented populations of gifted students.

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**IDEAS FOR STRENGTHENING:**

- Increase teacher, counselor, and staff understanding of characteristics / needs of AIG students, in particular special populations of gifted students (i.e. economically diverse or disadvantaged).
- Annual teacher-staff awareness of gifted student needs training sessions.

S6 PRACTICE F: Maintained Practice (Mostly Evident)

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

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to continue to work closely with Human Resources to maintain accurate data concerning the credentials of those that are working with AIG students.

**DESCRIPTION:**

Montgomery County Schools' Human Resource department will work closely with the AIG Coordinator to maintain accurate information on all school personnel working with AIG students. Teachers will be given assistance in maintaining the proper credentials and licensure for working with the AIG population. AIG students will be placed in classrooms with regular education teachers that hold AIG licensure when possible.

**PLANNED SOURCES OF EVIDENCE:**

- List of teachers with AIG certification.
- List of teachers participating in AIG workshops locally endorsed.

S6 PRACTICE G: This practice is a Focused Practice for 2010-2013. (Mostly Evident)

**Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program needs to assemble an advisory group that meets regularly to review all aspects of the AIG program and make recommendations for improvement.

**GOALS FOR IMPROVEMENT:**

- Form an advisory group to monitor the AIG plan and strengthen gifted services.
- Invite parents / community stakeholders to meet annually to review the local plan.

**DESCRIPTION:**

The AIG coordinator shall form and lead an Advisory Board composed of three AIG teachers, community representative, three parents, three teachers, one principal and one school board member. This board will assess the new plan, gain awareness of the needs of academically gifted students and become knowledgeable of best practices. The committee will evaluate the plan and report annually at the AIG County meeting.

**PLANNED SOURCES OF EVIDENCE:**

- Advisory group board.

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- Annual meeting.

### S6 PRACTICE H: Future Practice (Mostly Evident)

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

#### **RATIONAL FOR SELECTION:**

The Montgomery County AIG Program will continue to seek out the input and contributions of all stakeholders in the AIG program, including the students, to ensure the effectiveness and overall quality of the program. Various means to solicit input and feedback from various stakeholders will be explored. Technology provides a range of possibilities to achieve this goal. Online surveys, social networking sites such as Facebook, Twitter, and others may prove to be forums employed to increase the level of open communication.

#### **IDEAS FOR STRENGTHENING:**

- Various means to solicit input and feedback from various stakeholders will be explored.
- Survey stakeholders and share results with Advisory Board.
- Technology provides a range of possibilities to achieve this goal.
- Online surveys, social networking sites such as Facebook, Twitter, and others may prove to be forums employed to increase the level of open communication.

### S6 PRACTICE I: Future Practice (Mostly Evident)

**Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.**

#### **RATIONAL FOR SELECTION:**

- The Montgomery County AIG Program will review and revise the local plan based upon data accumulated annually in order to ensure the continued improvement of the program. Data will be used to review and revise the MCS AIG plan, including formal academic assessments, report cards, stakeholder input and suggestions. Information gathered annually will be analyzed and reviewed for the purpose of making improvements and adjustments, in order to better meet the needs of the students in the AIG program. The Advisory Board may make suggestions to further the growth or lack of growth at the annual county meeting.

#### **IDEAS FOR STRENGTHENING:**

- Monitor the implementation of the new plan.
- Survey all stakeholders.
- Revise as needed.

### S6 PRACTICE J: Future Practice (Mostly Evident)

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

#### **RATIONAL FOR SELECTION:**

After other standards and practices are in place, it will be a smoother transition for the Montgomery County AIG Program to implement a vehicle to release evaluative information to the general public. The Montgomery County AIG Program webpage on the MCS website will act as one tool in order to accomplish this goal. Still the collection of this data and the work of compiling the information into useable data will have to be completed prior to it being posted to the public. There may be additional means to disseminate the same information as well for those who do not have access to the internet.

**IDEAS FOR STRENGTHENING:**

- End of the year program evaluation.
- Presentation at annual AIG- MCS meeting.

S6 PRACTICE K: Maintained Practice (Mostly Evident)

**Protects the rights of all AIG students through policies, procedures, and practices.**

**RATIONAL FOR SELECTION:**

The Montgomery County AIG Program will continue to place focus upon the most precious resource that we have, our students. It will thoughtfully continue to produce and review its' policies, procedures, and practices to ensure that they protect all our AIG students.

**DESCRIPTION:**

Policies and procedures will continue to be reviewed and evaluated with a discerning eye kept on the protective nature of those practices for our AIG students. A clean and concise outline of each step of the AIG process is represented in the Montgomery County School Academically/Intellectually Gifted plan.

**PLANNED SOURCES OF EVIDENCE:**

- Academically/Intellectually Gifted Plan.
- District website and Policies.
- Due Process.