

Montgomery County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on:

LEA Superintendent's Name: Dale Ellis

LEA AIG Contact Name: Tracy Grit

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

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

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

For 2019-2022, Montgomery County Schools local AIG plan is as follows:

Montgomery County Schools Vision for local AIG program: The district strategic plan with its mission and vision drives the vision of the AIG program. The vision of Montgomery County Schools is as follows: it will graduate life-ready, globally competitive students who are leaders in their community, who value diversity, and who are College and Career Ready. This vision is coupled with the mission of Montgomery County Schools. The mission is Montgomery County Schools will graduate College and Career Ready students by preparing them to succeed in a globally diverse society, providing rigorous educational experiences, and building positive relationships with all members of our community. Core values of Montgomery County Schools are as follows: high expectations, high ethical standards, student centered, continuous improvement, data driven and inclusive practices. Adhering to the mission, vision and core values of the district, the AIG program strives to identify and serve students throughout the district that come from ethnically and culturally diverse backgrounds. The AIG program strives to match differentiated services based on the student's unique interests and needs in order to cultivate and nurture each individual student to his/her full potential, while also addressing emotional and social needs. Through the data driven processes of continuous improvement, the data of the AIG students is monitored to help provide information to both drive the instruction on the classroom level and to make decisions on the district level. Providing rigorous educational experiences through intentional differentiation is the foundation

of the AIG program in Montgomery County Schools.

Sources of funding for local AIG program (as of 2019)

State Funding	Local Funding	Grant Funding	Other Funding
\$210803.00	\$0.00	\$0.00	\$0.00

Table of Contents

<u>Standard 1: Student Identification</u>	<u>4</u>
<u>Standard 2: Comprehensive Programming within a Total School Community</u>	<u>8</u>
<u>Standard 3: Differentiated Curriculum and Instruction</u>	<u>15</u>
<u>Standard 4: Personnel and Professional Development</u>	<u>21</u>
<u>Standard 5: Partnerships</u>	<u>25</u>
<u>Standard 6: Program Accountability</u>	<u>29</u>

Standard 1: Student Identification

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

Practice A

Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: The annual screening procedure is designated to review the general population of students to determine which students need further assessment or placement in the differentiated services for the gifted program. Through the screening and referral process a list of potential candidates is developed and this list is used to guide the work of the school level gifted identification team. This team consists of the principal or designee, instructional facilitator and appropriate grade level teachers. The Differentiation Coordinator will work with the Assistant Superintendent of Equity and Accountability to review EOG and EOC scores at the end of the school year. A list is created of potential gifted learners based on their EOG achievement. The Differentiation Coordinator will work with the Director of Elementary/K-12 Curriculum Support to create a list of potential K-3 AIG students after beginning of the year diagnostics. In the fall of each school year, students in the fourth grade that scored 75% or higher on the third grade EOG participate in CogAT testing. The CogAT is a nationally normed test that assesses a student's verbal and mathematical reasoning abilities. Schools may also refer students for this testing based on academic achievement. School level gifted identification teams may refer students for additional screening by completing a referral form and contacting the Differentiation Coordinator. Parents and students may also contact the school based team in order to create a self-referral. After the list of students needing further assessment or placement in the gifted program is created, the Differentiation Coordinator will work with the school level identification teams to create a comprehensive learner profile for each student. This will consist of achievement data (iReady diagnostic data- Kindergarten thru 3rd grade, End of Grade testing data- 3rd-8th grade and End of Course testing data- 9th-12th grade) as well as aptitude data (CogAT). Other measures such as grades, a gifted checklist and a gifted portfolio will be included as well. Due to some changes in the annual screening process through incorporating K-12 services and some changes in the identification markers, this plan will be shared at the annual administrative leadership meeting in August. Information about the screening and referral process for differentiated services will be made available to school personnel, parents, and the community in a variety of formats. This will be done through a variety of means including district webpage, distribution to principals, instructional facilitator, and media centers and a standardized PowerPoint presentation to share with gifted identification teams and with school staffs. A brochure will be developed and shared with all stakeholders

A need has been identified to revise the identification criteria and is being implemented with the 2019-2022 plan. The plan has been revised to account for all areas of identification that the North Carolina program standards require. These types of placements include: Academically Gifted (AG), Intellectually Gifted (IG), Academically and Intellectually Gifted (AI) and Academically Gifted in Math and/or Reading (AM, AR).

Practice B

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response: The Differentiation Coordinator will review qualitative and quantitative evidence that includes a student's achievement, aptitude, and potential to achieve. Multiple data points will be analyzed in order to determine if a student's comprehensive learner profile shows a need beyond the regular education program. Processes are in place for K-12 identification in various areas. The Differentiation Coordinator will access selected students on the CogAT in fourth grade. Placement will be considered in the following areas:

- Academically Gifted (AG)
- Intellectually Gifted (IG)
- Academically and Intellectually Gifted (AI)
- Academically Gifted in Math and/or Reading (AM, AR)

The following is Montgomery County School's placement criteria:

- Intellectually Gifted (IG): 97% or higher on CogAT Composite
- Academically and Intellectually Gifted (AI): 97% or higher on both CogAT and EOG
- Academically Gifted in Math (AM):
 - 1 of 2: Verbal CogAT 88% or 90% on gifted portfolio of work
 - 2 of 3: EOG 88%, Grades 90%, Learning Profile 90%
- Academically Gifted in Reading (AR):
 - 1 of 2: Math CogAT 88% or 90% on gifted portfolio of work
 - 2 of 3: EOG 88%, Grades 90%, Learning Profile 90%
- Academically Gifted (AG): 1 of 2 Composite 88% or 90% on gifted portfolio in both subject areas
2 of 3 EOG in both subject areas, Grades 90% in both subject areas,
and Learning Profile 90%
- K-3: Placement: 2 years above in iReady data (scale scores) plus Learning Profile 90%
- K-3: Nurturing: 1 year above in iReady data (scale scores) plus Learning Profile 90%

Practice C

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

District Response: The Differentiation Coordinator will work to ensure that AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. The Differentiation Coordinator will hold various roles with AIG, MTSS and ELL and will work with the learning team to monitor and analyze sub-group data to understand LEA demographics. The Differentiation Coordinator will continue to analyze data for each sub-group to determine in which subgroup underrepresentation is present and use this to make changes to the screening, referral, and identification process as needed. The portfolio option provides another avenue for identification. The Differentiation Coordinator will partner with EC and ELL to ensure that all opportunities for students are considered. Local norms for CogAT are utilized when deemed appropriate for students to showcase their talents.

Practice D

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

District Response: The Differentiation Coordinator will work to ensure that identification processes are consistent throughout the district. The Differentiation Coordinator coordinates the screening and referral process and will provide resources for schools to identify students following the guidelines developed. The Differentiation Coordinator provides guidance on all identifications and is involved in the placement of all students across the district. The Differentiation Coordinator provides the paperwork and support for identification and maintains the records through Powerschool. Professional development is provided as needed to schools so that teachers understand the identification process. The Differentiation Coordinator will share the plan and identification process at our district leadership team meeting in August and will be an agenda item for leadership meetings as deemed necessary.

Practice E

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

District Response: The Differentiation Coordinator will disseminate information regarding the screening, referral, and identification processes to all stakeholders including school personnel, parents/families, students, and the community through a variety of formats. The Differentiation Coordinator will make information about procedures available in a variety of formats including electronic, verbal and written means. The Differentiation Coordinator will share information on the Home Alert calling system when applicable and will host information and interest meetings as needed to promote information about gifted identification. The Differentiation Coordinator will advertise procedures, in various public locations including community locations and school office areas. The

Differentiation Coordinator will also publish FAQs, quick reference guides and brochures for dissemination for both parents and community members at large. The Differentiation Coordinator will also illustrate procedures by providing visual representations of the procedures including flow charts or graphics explaining score cut offs for various forms of gifted identification. The visual representations will be posted on the district AIG website. All printed materials will be translated into Spanish to enable all parents and community members access. When making presentations, the Differentiation Coordinator will work with translator staff to provide needed support. The Differentiation Coordinator will develop a standardized presentation to share with all stakeholders through Powerpoint. This presentation will be posted on the district AIG website and can be easily adapted to meet the needs of the various audiences that might be present. An AIG newsletter will be published in the fall and the spring. This newsletter will highlight gifted services but will always include information about gifted identification as well. The newsletter will be published on the district AIG website as well as distributed to AIG parents. Training at the school level for teachers and parents will be provided as needed to promote the identification process and procedures.

Practice F

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

District Response: Paperwork is consistent across the LEA and clearly communicates a student's AIG identification procedures and outcomes for students. Information is posted in Powerschool that includes any relevant score information including grades, learning inventory, portfolio score, EOC or EOG data and CogAT scores. Features in PowerSchool will be used to create a DEP(Differentiated Education Plan) for elementary and middle school students. The DEP will be maintained within Powerschool. Copies will be provided to the schools and will be maintained onsite. The Differentiation Coordinator will also monitor schedules of the high school students to ensure that the students are self selecting classes that help them reach their potential. All identification information is shared with the parent through a letter and there are places for appropriate signatures on the DEP form.

Ideas to Strengthen the Standard: 1. Publicize identification components.
2. Create visual representations of new identification process.
3. Create a standardized PowerPoint to share with various stakeholders.
4. Participate in leadership meetings to present AIG plan and identification procedures.

Sources of Evidence: 1. Brochures
2. PowerPoint presentation
3. Leadership agendas
4. District AIG website
5. Visual representations

Standard 2: Comprehensive Programming within a Total School Community

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

Practice A

Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Services for AIG students will include nurturing students with differentiated instruction opportunities for K-3 as well as differentiated instruction for K-3 gifted students, differentiated instruction in cluster groups in Grades 4 and 5, accelerated classes (honors) in area of identification in Grades 6-8, and self-selected classes in honors, AP and online classes Grades 9-12. Other opportunities for gifted learners will be provided during an intervention/enrichment block at the school level. Students will be able to identify a project of choice that they would like to work on throughout the school year. This project will be identified on their Differentiated Education Plan (DEP). This self-directed project allows students who have an interest in a specific area to explore the area. It does allow the student to engage in self-directed learning. The classroom teacher will monitor the product production. Social and emotional services for gifted learners need to be focused upon and improved. To move this standard forward, more direct communication between school counselors and the Differentiation Coordinator needs to be in place. Training needs to be provided on the characteristics/needs of gifted learners during their monthly meeting time. Resources need to be added to the AIG website for social and emotional needs. Collaboration between counselors and higher education is strong and will continue. Instructional facilitators and digital learning coaches support teachers in regard to helping teachers with differentiation strategies to enrich, extend and accelerate the learning of gifted students. DEP information that is generated through PowerSchool is shared with all teachers. By collaborating with the Secondary Director, course offerings are provided that focus on the development of interests and special talents of students. Expanded course sharing through Canvas, allows students to be involved in instruction that develops their critical thinking, problem solving and other 21st century skills. In order to provide support for NC House Bill 986, the following options are in place for Montgomery County Schools:

Grades K-2

Tiered levels of support

In-class flexible grouping for math

Cluster grouping within class or grade level for students needing advanced instruction in math

Differentiated instruction through a variety of means, such as compacting, STEM activities, independent study, project and problem-based learning, and choice boards

Content enrichment, extensions, and acceleration in math during designated enrichment block

Pre-assessments and frequent formative assessments are used to determine each child's needs.

Grades 3-5

In-class flexible grouping for math

Cluster grouping within class or grade level for students needing advanced instruction in mathematics
Differentiated instruction through a variety of means, such as compacting, STEM activities, independent study, project and problem-based learning, extensions through the clusters, and choice boards

Content enrichment, extensions, and acceleration in math during designated enrichment block

4-5 District Math Tournament each spring

All students who score a level 5 on the end-of-grade test will be provided advanced math. An AIG student identified in math continues to receive services as outlined in each student's Differentiated Education Plan. BOY Diagnostic and NC Check-in Data can be used for 3rd grade students.

Grades 6-8

In-class flexible grouping for math

Cluster grouping within class or grade level for students needing advanced instruction in mathematics
Differentiated instruction through a variety of means, such as compacting, STEM activities, independent study, project and problem-based learning, and choice boards

Content enrichment, extensions, and acceleration in math during designated enrichment block

6th Grade Math with compacted 7th grade standards

7th Grade Math with compacted 8th grade standards

Math I course in 8th grade, with compacted content offered in previous grade(s)

6th Grade District Math Tournament each spring

All students who score a level 5 on the end-of-grade test will be provided advanced math. Scale scores will be used to determine placement in order to create a full section. An AIG student identified in math continues to receive services as outlined in each student's Differentiated Education Plan.

Grades 9-12

Any student who scores a Level 5 on the 8th Grade Math EOG or Math I must be placed in an advanced math course in 9th grade. Foundations of Math is not considered an advanced math course.

Self-selection of advanced and Honors math courses, as listed in the MCS High School Registration Guide

Credit by Demonstrated Mastery (CDM), which is offered each semester

Advanced Placement (AP) classes

Dual enrollment opportunities through community college partners with the Career and College Promise

Early College enrollment and course options

Online courses North Carolina Virtual Public Schools and the NC School of Science and Math

Students need to be focused on CTE CCP courses to open the Associate level math options as soon as possible

The Differentiation Coordinator will provide all teachers, specialists, and guidance counselors with access to information on student Differentiated Education Plans (DEPs). The Differentiation Coordinator will provide direct and indirect support to teachers of gifted learners by coaching,

consulting, resource development and support, content acceleration and professional development.

Practice B

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

District Response: The AIG Program strives to integrate and connect AIG services to the total instructional program and resources of the LEA and policy and practice. Montgomery County Schools' continuous improvement model has structure and processes in place to review data, strengths and/or gap areas relative to state summative assessments. District PDSAs are utilized for reading and mathematics to address the spectrum of learners and resources needed to meet the needs of all learners, including gifted learners. The Differentiation Coordinator will communicate and collaborate with the district learning team to ensure AIG services are integrated and gifted curriculum resources are aligned with the total instructional program. Also, the Differentiated Coordinator will collaborate with various grade levels, subject areas and departments across the LEA to ensure programs are connected and resources are available; making visuals and other materials to show clear alignment. The Differentiation Coordinator will work with the EC Department in order to provide integrated services for any twice identified students. The AIG Coordinator will develop the AIG district website to ensure access to resources. The Differentiation Coordinator will review all Local Board of Education (LBE) policies that relate to AIG to ensure those policies are effective and based on current best practice and will make recommendations for new policy as needed. The Differentiation Coach will work with administrative teams to make sure the needs of gifted learners are addressed at all levels in practice and policy. The Differentiation Coordinator will ensure that AIG is represented in leadership meetings.

Practice C

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

District Response: The Differentiation Coordinator will work with schools and teachers to ensure that grouping policies are in place in order to best meet the needs of gifted students. The Differentiation Coordinator will research best practices in grouping and support the schools with their use. Flexible grouping is a strategy that helps meet the needs of all students. Allowing students to work together based on needs, strengths and learning styles is a way to help support differentiation. The Differentiation Coordinator will help provide support to the Instructional Facilitators in flexible grouping. The Differentiation Coordinator will collaborate with the learning team to analyze data in order to provide best practices for grouping of gifted students. The Differentiation Coordinator will

review various state and local board policies to determine where support for grouping procedures already exists and where changes can be made to further align policy, research, and local practices.

Practice D

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

District Response: The Differentiation Coordinator will ensure that all teachers, school administrators, and support staff are informed about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. The Differentiation Coordinator will develop and utilize a common Power Point (or other presentation) when sharing about AIG programs and services with all schools and make this available for school personnel. It will be shared on the district AIG webpage. The Differentiation Coordinator will integrate program standards, legislation and regulations around gifted programs into locally offered professional development, principal's meetings and district and school level opportunities such as PLC meetings. A handbook will be created and shared with schools that includes the local plan requirements and other key information.

Practice E

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

District Response: Regular reporting of academic data and progress of gifted learners to district, school site administrators, Instructional facilitators and teachers that have AIG students and the will occur. Instructional facilitators will align school site training with the district initiative involving differentiation. Differentiation will be an integral part of the PLC agenda. Cluster teachers, accelerated teachers and honors teachers will be invited to be a part of a district wide PLC as deemed necessary. The Differentiation Coordinator will provide notification of student services to appropriate instructional staff at the beginning of the school year. Student data will be shared in PowerSchool in order to ensure effective continuation of K-12 services. This documentation includes information about how the student was identified, how the student is currently being served, and how the student's services should change in the next grade span. The Differentiation Coordinator will ensure that data about a student's gifted services is received at transition years. The Differentiation Coordinator will collaborate with the Secondary Director to develop rigorous middle school programming during the transition between 8th and 9th grade. Camp Timberwolf will help provide this programming and will be STEAM based with projects and opportunities to participate in internships and visit various community sites.

Practice F

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

District Response: The Differentiation Coordinator will ensure that the social and emotional needs of AIG students are addressed through collaboration with school counselors, regular education teachers, teachers of gifted learners and other instructional staff. The Differentiation Coordinator will provide resources for supporting the social and emotional needs of gifted learners that can be discussed during school level PLCs. During district level PLCs, information will be shared about supporting the gifted learners. The Differentiation Coordinator will collaborate with the learning team, exceptional children's department and student services in order to find solutions to any issues. Professional development can be provided to meet the needs of gifted students as deemed necessary.

Practice G

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

District Response: Montgomery County Schools AIG program articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, and subject and/or grade acceleration when an appropriate body-of-evidence indicates the need. A clear procedure is in place for students to earn Credit by Demonstrated Mastery and is on the district website. Guidance counselors and teachers help identify candidates for this process. The process is delineated in the high school registration guide. The Credit by Demonstrated Mastery process and opportunities for online learning through Career and College Promise and North Carolina Virtual Public Schools will be highlighted in the AIG handbook for parents and students. Opportunities are provided for compacting math curriculum for those that score a level 5 as detailed in another section of the plan in middle school, allowing the student to take Math 1 in the middle school. Middle school students in need of acceleration based on EOG scores and teacher recommendation are also afforded an opportunity to take NCVPS Spanish 1 and Spanish 2 in the middle school. Elementary students can be placed in another grade level's intervention/enrichment groups as deemed necessary. The Differentiation Coordinator will provide resources and support for administrators, teachers, and families to better understand acceleration options and make informed acceleration/placement decisions to ensure services and programs are provided to match demonstrated student needs. Opportunities are also provided for internships and apprenticeships through collaboration with the Secondary/CTE Director.

Practice H

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

District Response: Montgomery County Schools' AIG program strives to ensure that traditionally under-represented populations have equitable opportunities and service options available system wide. Teachers differentiate the curriculum to meet the needs of varied levels of learning within the classroom. Support is provided to teachers during PLCs and professional development. Instructional Facilitators are available to coach and model differentiation strategies for teachers. In order to strengthen this standard, more targeted professional development will be provided to recognize and provide services that respond to the traditionally under-represented populations. Service options will be communicated to ELL, EC teachers, and other teachers who have a specialized student focus. The Differentiation Coordinator will evaluate data to determine how to match students' needs with various service delivery options and will gather feedback directly from students of under-represented populations to discuss service options outside of traditional services that are needed.

Practice I

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

District Response: The AIG Program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. After school programs in the elementary and middle schools provide activities that develop the interests of AIG students. The Differentiation Coordinator will advertise any events and programs that would support gifted learners. The Differentiation Coordinator will provide an opportunity for students to showcase or demonstrate some of the interests explored and knowledge gained during the school year with a DEP project night. The Differentiation Coordinator collaborates with the high schools to choose a Governor's School representative and the budget for AIG pays for the tuition for the representative.

Ideas to Strengthen the Standard: 1. Meetings with counselors
2. Professional development on social/emotional needs

3. Provide resources for support of middle school Math 1, middle school math compacting, and elementary math acceleration
4. Continue to provide summer opportunities

Sources of Evidence: 1. Fliers advertising summer opportunities
2. Counselor Meeting Agendas
3. District AIG website
4. PD agendas
5. Sample resources provided

Standard 3: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: Montgomery County Schools has several components that are currently in practice for this standard. These include utilization of the North Carolina Standard Course of Study as an entry point for differentiation. PLC discussions guided by an instructional facilitator help further content differentiation. Digital Learning Coaches at all levels use 1:1 technology to help teachers create personalized learning environments through accelerated pacing and differentiation in Canvas. There is an intervention and enrichment block in place at each elementary school with opportunities for enrichment such as clubs, speakers, and projects. Elementary schools provide daily intervention and enrichment periods. Plans are developed based on current assessment data during PLCs. The high schools have time dedicated within their classroom instruction blocks to provide both remediation and enrichment. Middle schools have daily intervention and enrichment blocks that are driven by current assessment data. Each school provides times for clubs that allows for enrichment in the forms of a book club (Battle of the Books), science projects, math competitions and utilization of Project Lead the Way resources. These strategies allow for students that have similar interests, needs and abilities to work together. Curriculum maps that have been developed by district lead teachers include some suggestions on differentiation content. Classroom walkthroughs, instructional rounds, and monitoring of lesson plans help ensure that content differentiation is occurring. Professional development and PLC assistance is provided as needed. Our district continuous improvement model, the PDSA process is also a way of ensuring content differentiation. Each teacher is required to give students a pre-assessment at the beginning of each unit and then use that data to differentiate their unit of study. The implementation of AVID at the middle and high schools have provided some opportunities for students to access advanced courses and content and has helped level the organizational skills for all students. Blended learning with our 1:1 initiative K-12 supports the creation of personalized learning environments through accelerated pacing and differentiation. There are several ways that we can move this standard forward. Continuing to improve curriculum maps and curriculum resources at the district level will help move this standard forward. The Differentiation Coordinator will work with the learning team to ensure that professional development opportunities are infused with differentiation strategies that support gifted student's development as a learner. K-6 ELA differentiation is supported through a common resource that includes ideas for remediation and enrichment. District resources provide support for 7-12 ELA differentiation. K-12 math is supported by use of the Math Frameworks, NCDPI resources and district support documents. Continuing to monitor and help support the use of these resources will help move this standard forward.

Practice B

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

District Response: Differentiation training and support with Carol Ann Tomlinson's framework has been provided to Montgomery County School's staff. Refreshers are provided as needed in school level Professional Learning Communities. Classroom walkthrough data includes an emphasis on differentiation. This data is monitored at the school sites and appropriate coaching/professional development is provided by the instructional facilitator during PLCs and professional development time. Montgomery County Schools' instructional model includes components that ensure that ALL student learning needs are addressed, including the AIG learners. The PDSA process and data notebooks help ensure that student learning needs are met. Student interest drives the enrichment periods at the middle and high schools. Strategies that are promoted for AIG students are flexible grouping, tiered assignments, compacting, menus, and problem-based learning. Student learning characteristics, RAFTS, learning styles, and multiple intelligences are also considered in lesson design. High school students meet with guidance counselors in order to develop an academic plan of coursework. This plan is monitored through the DEP process. Elementary DEPS list an area of interest for an independent project. Support is provided to teachers in employing diverse and effective instructional practices through PLCs, professional development, and instructional facilitator coaching/support. Also, with our 1:1 computer resources, teachers are encouraged to utilize a variety of strategies which provide rigor, depth, complexity, sophistication, and abstractness. In order to move this standard forward, differentiated professional development will be provided to teachers based on observation data.

Practice C

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

District Response: Many evidence based resources are in place at all levels in our schools. The Differentiation Coordinator will work to continually provide access to evidenced based resources after researching the most effective strategies and materials. The elementary schools are supported by the use of iStation and iReady to help them infuse evidence based resources into their classroom. Curriculum strategies that are evidence based are guided through district professional development with support provided at the school PLC level. District level PLCs provide time for teachers of advanced learners to collaborate and develop strategies and resources for advanced learners of all levels. One component to move this standard forward includes updated some of the resource libraries for teachers. The district AIG website can provide information about evidence-based resources. Providing middle school and high school honors teachers the time to work on their portfolios would

also help develop this standard.

Practice D

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

District Response: Montgomery County Schools seeks to develop future ready skills within a real-world context. These skills include the following: critical thinking, communication, collaboration and leadership. District level curriculum materials encourage integrated units across all areas of curriculum with an emphasis on these skills. Our 1:1 device resources provide teachers a chance to incorporate the 4cs in their daily instruction. Teachers are encouraged to embed critical thinking skills within advanced programming options, including honors level, and AP coursework. Students are encouraged to take CCP classes and also are afforded an Early College option in conjunction with our local community college. Opportunities are provided to promote future ready skills through partnerships with community organizations, through community projects and internships and apprenticeships. The Differentiation Coordinator works closely with the Secondary/CTE Director on these opportunities. In order to move this standard forward, more opportunities will be provided for students to have critical discussions and dialogue with like-minded peers through the availability of seminars. Our Early College participates in many of these and with the opening of the central high school, more opportunities will be offered across the board. Many STEAM opportunities are provided through both a middle school and elementary afterschool program. The Differentiation Coordinator will work with the district learning team to continue to work on grants in order to fund these programs.

Practice E

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

District Response: Montgomery County Schools strives to utilize student data effectively by pinpointing areas of strengths and needs for all students, including individual AIG students. Montgomery County Schools employs a continuous improvement model. This model allows the teachers to have constant access to student data to drive instruction. Common grade level/subject area formative assessments are developed through the work of PLCs. After the assessments are administered to students, teachers analyze the data in PLCs. Our PDSA model promotes the utilization of a pretest. After the pretest, teachers must decide how to compact or provide instruction with advanced learners who already know and understand the current classroom standard being taught. The PDSA process also highlights student learning styles and gives them the power to understand what learning style works best for them. Teachers use formative assessments in an ongoing manner to guide the PDSA process and daily instruction. Progress monitoring data (iStation,

classroom formatives and i-Ready) and summative assessment data such as EOC/EOG/NC Final Exams/ACT/Plan/Workkeys assessments, are also available. Instructional facilitators are placed at each school to provide teachers with the guidance/coaching necessary to help differentiate instruction for ALL students including gifted learners. District level PDSAs and improvement plans concentrate on the needs of specific groups of learners including AIG learners. School Net assessments, formative assessments through NCDPI, Standards Based Mastery through i-Ready and PLC driven assessments help our teachers have a wealth of formative assessment materials. All teachers have been through NCFALCON professional development, and this is continually revisited with new teachers and in PLCs as needed. The Differentiation Coordinator visits PLCs and is readily available to support any data disaggregation. As part of the MTSS training process, all elementary and middle schools are provided with data days led by the Instructional Facilitator with the support of the Differentiation Coordinator who will help ensure the needs of gifted students are met. Teachers are encouraged to utilize flexible grouping within the classroom and throughout grade levels and content areas to provide groups according to readiness, interest and learning styles. Both summative and formative data are analyzed to ensure that instructional needs are met for all learners and adjustments are made in order to provide the best fit for all learners. With all ongoing data discussions, the growth of all students and subgroups such as AIG are considered.

Practice F

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

District Response: Understanding how to support the social and emotional needs of gifted learners is an important component of supporting gifted learners. The Differentiation Coordinator will establish strong connections with other departments including the school counselors and social workers in order to make them become more aware of the social and emotional needs of AIG students. Information will be provided to teachers of gifted learners as to how to best provide for student needs. School-level support is provided for students that are involved in CCP and other advanced level coursework. Various camps are provided throughout the summer to help with transition years, and social emotional development is part of these camps. Our Innovative Approaches to Literacy Grant is providing a pre-kindergarten and kindergarten camp. Camp Timberwolf serves rising 8th and 9th graders as a STEAM opportunity that provides students a chance to discover various employment and academic opportunities with an emphasis on allowing students from all areas of the district to engage in time together. Camps are also provided for 1st-8th graders. Evidence based curriculum has been provided to the guidance counselors to help support all learners socially and emotionally. To support this standard further, the Differentiation Coordinator will look for resources to support gifted needs.

Practice G

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

District Response: The Montgomery County Schools AIG program recognizes the potential of young students in kindergarten through 3rd grade. Potentially gifted students are nurtured through differentiation provided in the classroom and through the intervention/enrichment daily block. Gifted K-3 learners are also provided differentiated support. Montgomery County Schools through continuous improvement processes will ensure that all teachers differentiate their instruction for advanced learners. Differentiation has been a focus within our professional development framework. Through classroom walkthrough data, needs for differentiated professional development are identified and this often occurs in the area of differentiation. iStation data and i-Ready data is analyzed at the district level to identify those students advanced in the area of reading and math. The PDSA process provides an avenue for teachers to differentiate their instruction. To help move this standard forward, the Differentiation Coordinator will research and provide resources in order to meet the needs of young learners. Intervention/enrichment ideas are in place on our curriculum website. Classroom walkthrough data helps ensure that teachers are differentiating. K-3 classrooms engage in flexible grouping and this ensures that all students are exposed to strategies that help nurture their potential. With our 1:1 initiative we further an opportunity for nurturing of K-3 students. The utilization of i-Ready diagnostic and instruction allows another avenue for differentiation. Teachers can assign students work on another grade level if needed. It allows them to compact their curriculum. There is a partnership between the Differentiation Coordinator and regular educators at the K-3 level. This allows for discussion of individual student needs. Teachers of K-3 students will address the needs through fostering creativity, curiosity, critical thinking and access to advanced content. Our 1:1 device resources help provide avenues to easily provide this for students. As students begin to flourish in the K-3 environment, the Differentiation Coordinator will begin to observe students and are able to help provide support to the teachers in how to best work with the advanced students.

Practice H

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

District Response: The Differentiation Coordinator works closely with the learning team to ensure that implementation of differentiated curriculum and instruction is expected of all instructional staff. Units of instruction that highlight differentiation and instruction are showcased and PLCs discuss best practices. The Differentiation Coordinator will advocate during PLCs and/or during various grade level meetings in order to provide support for the needs of gifted learners. The EC Director and Differentiation Coordinator will collaborate to make sure the needs of twice identified students are met. Guiding questions for looking at the needs of gifted learners are utilized when working with teachers including questions about the ability to accelerate and providing the gifted students with material which will make them struggle at various points. Support is provided at both school level and district level PLCs in order to provide the best instruction for gifted learners.

Practice I

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

District Response: DEPS are generated in the fall and sent home for parent review for elementary school students. This allows the students to identify an area of interest and the students are able to work on an independent project of choice. Middle school DEPS involve making sure the students are scheduled in the honors sections of core classes. DEPS can be generated for middle school students as well per teacher/principal request. The Program Services Tab within the statewide Power School system can be utilized to record and monitor program service information for gifted learners. High school DEPS involve analyzing the student's schedule and ensuring that appropriate class choices are being made and then communicating with parents as needed. High school schedules are checked for assigned studies in the form of Honors, Advanced Placement, and online CCP classes. DEPS for elementary and middle school will be generated through PowerSchool. This will allow us to better record and monitor program service information. Currently, the Instructional Facilitator helps facilitate the DEP process. Parents are invited to meet with the classroom teacher and the Differentiation Coordinator when service questions occur. High School DEPs involves just monitoring the four-year plan of coursework of students to ensure that gifted students are placed in appropriate level classes. The Differentiation Coordinator participates in the creation of the registration guide and collaborates with the Secondary Director to answer registration questions. Teachers of gifted students contact parents about signing their DEPs, and conferences can be provided. The Differentiation Coordinator will work with the EC Director to ensure participation in the IEP meeting of any twice identified students in order to provide support for gifted strategies. To further this standard, an annual elementary DEP night will allow students to showcase their projects to their parents.

Ideas to Strengthen the Standard: 1. More differentiation support within the curriculum maps
2. Differentiated professional development based on CWT data
3. Update resource libraries at school including resources on social emotional development

Sources of Evidence: 1. District AIG website
2. Revised curriculum maps
3. CWT data
4. Professional development agendas
5. Purchase orders for resource libraries

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: During the implementation of the 2019-2022 AIG plan, a Differentiation Coordinator will be hired to support teachers with classroom differentiation. The coordinator will oversee the AIG program, ELL program and will also help lead the district's MTSS process. The educator hired will either be currently AIG licensed or will be willing to work on their AIG certification. The Differentiation Coordinator will work collaboratively with the district learning team in order to ensure that the needs of gifted learners are being met across the district. The following are some of the differentiation coordinator's roles and responsibilities in oversight of the AIG program:

- Overseeing the screening, referral, and identification processes at the district level
- Working with school level gifted identification teams
- Maintaining documentation of identification and services provided in Powerschool
- Providing leadership at all levels, for the needs of AIG students
- Monitoring implementation of program services
- Participating in professional development opportunities, including regional and state meetings in

order to support differentiated services for gifted learners

- Developing, monitoring and implementing Montgomery County School's AIG plan
- Providing professional development and resources to support differentiation in classrooms
- Providing professional development for Montgomery County teachers to receive a local AIG credential
- Monitoring the data of AIG students
- Developing ways to communicate with all stakeholders about gifted services
- Facilitating an AIG advisory committee

Practice B

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

District Response: In order to provide gifted students access to AIG certified teachers, the Differentiation Coordinator will develop a local process to provide teachers with local AIG credentials. This process will ensure that classroom teachers and other support personnel, such as guidance counselors and instructional facilitators, understand the academic, intellectual, social and emotional needs of gifted learners. The coordinator will indirectly support gifted students by providing working with classroom teachers throughout the district. Best practices in gifted education and resources will be shared. The Differentiation Coordinator will collaborate with the district learning team in order to ensure that district professional development incorporates strategies for differentiation for gifted learners when applicable. The Differentiation Coordinator will provide direct support to classroom teachers in our district-wide Professional Learning Community process and will assist teachers in the school level Professional Learning Communities. Opportunities will be provided for teachers of gifted students to collaborate concerning resources and strategies as needed. Current professional literature on teaching gifted learners will be provided to schools. Professional development opportunities for teachers will be advertised and participation will be encouraged.

Practice C

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

District Response: Professional development will be provided to all teachers of AIG students in order to enable appropriate differentiated services utilizing the NCSCOS as well as training in differentiation. Coaching and support for differentiated teaching/learning will be provided by Instructional Facilitators housed at each school. The Differentiation Coordinator will help provide the professional development. Professional development will be provided that is specific to classroom teachers, school counselors and administrators. Academic and social emotional support will be provided. Support will be given to teachers interesting in adding on the AIG license. The Differentiation Coordinator with the support of the differentiation coach will design professional development expectations for teachers of AIG students. Teachers wanting to participate in a local gifted endorsement, will be enrolled in a book study through Canvas. Professional development will be provided in order to prepare these teachers for testing for state licensure. The Differentiation Coordinator will survey all certified staff and administrators about professional development in the gifted areas. The data from this survey will help the Differentiation Coordinator collaborate with the district learning team to provide needed professional development. Professional development will be provided through a variety of formats, including through the Instructional Facilitators during the PLC, online modules, blended modules and face to face professional development.

Practice D

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response: Every effort is made to place identified AIG students in the classrooms of teachers with AIG licensure or those who have participated in local gifted professional development. In our elementary schools, AIG students are placed in cluster grouping with an appropriately trained AIG teacher. Cluster grouping is defined as a process in which 4-6 gifted or accelerated students are placed together in a heterogeneous classroom. Students receiving a 5 on mathematics will be clustered together in order to receive accelerated mathematics content and instruction. At the middle school level, AIG students are placed in honors level classes with an appropriately trained AIG teacher. Also, the middle schools will schedule students into Career and Technical Education classes that will enable the gifted students to experience various jobs. Project Lead the Way is part of this schedule. Middle school students who have received a 5 on EOG mathematics testing will be clustered and will receive compacted math curriculum and will participate in Math 1. AIG students at the high school level are served through honors and/or AP courses, Career and College Promise, North Carolina Virtual Public Schools, and North Carolina School of Science and Math classes. The Differentiation Coordinator will partner with school based administrators to ensure effective AIG student service match with an appropriately licensed, or prepared, teacher. The Differentiation Coordinator will develop a process for monitoring this procedure. This data will be shared with the district learning team, AIG advisory board and administrators as appropriate. Teachers that complete state AIG license add on or complete professional development expectations will be honored at a local board of education meeting.

Practice E

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

District Response: The Montgomery County AIG Program needs to continue to align professional development with our local strategic priorities and any district initiatives that have been identified. AIG best practices will be integrated within other professional development initiatives across the district. Professional development provided for all Montgomery County teachers is based on best instructional practices. Support in the areas of PDSA(Plan, Do, Study, Act), Marzano's High Yield Instructional Strategies, and basic differentiation will continue to occur. Starting with this plan year, an emphasis will be placed on writing across the curriculum and continued technology integration involving collaboration, creativity, communication and critical thinking. The Differentiation Coordinator will meet with the Instructional Facilitators on a regular basis to remind them of best practices of gifted education.

School improvement plans and the district improvement plan consider the needs of gifted learners based on data. Professional development provided throughout the district will embed differentiation practices as well as best practices for gifted learners.

Practice F

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

District Response: Teachers working with AIG students will continue to be provided professional development, resources, coaching and support to address current state and national standards. Based on professional development provided to teachers, Instructional Facilitators will provide support to teachers through modeling and coaching. Teachers share best practices during PLCs, and time is allotted for them to plan together. Instructional Facilitators will coach teachers concerning utilizing data to drive instructional strategies for AIG students. Attention will be focused on how to deepen the understanding of teachers to impact the growth of AIG students. With the implementation of this AIG plan, district wide grade level and subject area PLCs will be implemented in all grade and subject areas. Best practices will be shared at this PLC meetings for working with gifted learners. The Differentiation Coordinator will remind teachers of exemplar lessons provided on the state AIG website and will also look for other exemplary lessons to share with teachers. Instructional Facilitators will model lessons for teachers that will include differentiation and best practices for gifted learners.

Ideas to Strengthen the Standard:

1. Development of a book study to provide necessary professional development for teachers of gifted students
2. Provide professional development opportunities, aligned with AIG goals
3. Provide advocacy for AIG district level PLCs

Sources of Evidence:

1. Canvas course
2. Professional development logs
3. District level PLC agendas

Standard 5: Partnerships

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

Practice A

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

- * academic and intellectual
- * social and emotional

District Response: The Differentiation Coordinator will work with schools in order to help form partnerships with parents/families that are intentional and meaningful to support all needs of AIG students. These include academic, intellectual, social and emotional needs. The Differentiation Coordinator will work with the district learning team to collaborate with various parent events that are provided through the literacy grant and technology grant. The Differentiation Coordinator will identify leaders from various parent and family networks who may be willing to partner with the district and brainstorm ways to support programming options and develop services for gifted learners. These parents can serve on the Advisory Board or support in other avenues. The Differentiation Coordinator will encourage schools to utilize parents/family members as guest speakers to address current issues/concerns regarding gifted learners, or to speak to an interest or passion area of gifted learners.

Practice B

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

District Response: Information needs to be provided to various stakeholders about the AIG plan or programming. Communication and inclusion of AIG stakeholders is essential to meeting the needs of AIG students and providing fidelity of program implementation. A standardized presentation of information regarding the AIG local plan and policies relating to gifted education will be presented to all stakeholders. An AIG handbook will be created that highlights the local AIG program and policies. The AIG district website will incorporate information for both parents and students. The Differentiation Coordinator will collaborate with Montgomery County Schools' Public Information Officer to utilize existing structures such as social media and the alert calling system. The Differentiation Coordinator will ensure that stakeholders know where the AIG plan is located by placing it on the district website and providing copies for principals and Instructional Facilitators. The Differentiation Coordinator will create brochures, pamphlets, fliers and newsletters and an AIG Handbook to outline information

regarding the plan and policies related to gifted, including a glossary of acronyms and terms for consistent understanding of vocabulary. Any written material will be translated into Spanish as well as provided in English. The Differentiation Coordinator will collaborate with the Public Information Officer to utilize local newspaper and media when appropriate to "share the good news" about student accomplishments to improve perception and community relations. A standard Powerpoint presentation about the AIG plan and programming will be developed and placed on the district AIG website in order to provide the same standard information.

Practice C

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

District Response: The needs of AIG learners are best met when all stakeholders are included in the planning, implementation and monitoring of services provided. The Differentiation Coordinator will

recruit parent/family leaders from each segment of the community to serve on an AIG Advisory Board capacity and/or to support gathering input regarding AIG programming. The Differentiation Coordinator will work with the schools' administration and AIG teachers/specialist to invite parents of AIG students from across the grade spans. With this plan year, the Differentiation Coordinator will also include student representatives to serve on the AIG Advisory Board. Intentional efforts will be made to be inclusive of many stakeholder groups and the representation will be balanced across the district's diverse population when forming the Advisory Board. The Differentiation Coordinator will provide opportunities for stakeholders at the school level when needed by providing parent forum sessions to gather feedback.

Practice D

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

District Response: The Montgomery County AIG Program needs to be in communication with parents/families and the community about AIG opportunities. AIG documents need to be translated to ensure AIG students' needs are met. In order to communicate effectively with parents and the community, various strategies will be employed. They include teacher/parent meetings during conferences, the district AIG website and a newsletter during the spring and fall. In order to strengthen this component, the following will be utilized: school and district web pages, fliers,

automated calls and emails. Information will be shared with students and families about partnerships available with civic and local agencies, including CTE department opportunities. These opportunities might include mentorships, community outreach/ service learning opportunities, internships and/or job shadowing. The Differentiation Coordinator will share information with students and families about partnerships with civic and local agencies, including CTE department opportunities. These opportunities might include mentorships, community outreach/service learning opportunities, internships and/or job shadowing. The Differentiation Coordinator will utilize all available tools, such as: AIG websites, fliers, e-mails, letters, newsletters, AIG-specific newsletters, and automated phone calls to inform parents of upcoming opportunities.

Practice E

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

District Response: The Montgomery County Schools' AIG program will partner with local businesses, institutions of higher education, and industry to enhance learning opportunities that support the AIG program and students. For example, MCS will partner with UNCP for the regional science fair and with the Winston Salem Journal for the spelling bee. Community involvement will be encouraged for our Math Olympics and the Battle of the Books competitions. Internships are available at the high school level. The CTE Director will help the Differentiation Coordinator find appropriate internship opportunities. Dual enrollment with MCC, NCVPS, and NCSSM will be encouraged. The Differentiation Coordinator will look for creative ways to provide enrichment opportunities for AIG students by partnering with community leaders and businesses. The Differentiation Coordinator will also collaborate with the district learning team to provide opportunities through the various grants that Montgomery County Schools received such as Teacher Cadets and STEAM opportunities. Parent collaborative programs with MCS that benefit AIG students, such as parents speaking during career day, will be encouraged. There are strong partnerships between Montgomery County Schools and our community college. Many students participate in Career and College Promise classes, which has accelerated because of our 1:1 initiative. Support is provided for students in these classes. Montgomery County Schools is home to an Early College that provides many diverse opportunities for AIG learners. With the opening of a new central high school and CTE center within this plan time period, the collaboration between community members, Montgomery County Schools and the community college will accelerate. The Differentiation Coordinator will collaborate with a neighboring school district in the creation of professional development online book study module to help support local professional development expectations of AIG teachers.

Ideas to Strengthen the Standard: 1. Plan published on website
2. Creation of Advisory Board
2. Creation of handbook

Sources of Evidence: 1. District AIG website

2. Handbook

3. Advisory Board Meeting notes

Standard 6: Program Accountability

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

Practice A

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

District Response: The Montgomery County Differentiation Coordinator along with other stakeholders 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 the district learning team and then submitted for the approval of the Montgomery County Board of Education. Knowledge of North Carolina Legislation (N.C.G.S. 115C-150.5-.8 {Article 9B }) and the State Board of Education policy (NC AIG standards, 2019) provide guidance in order to serve AIG students. All six standards are addressed within the plan. Data from the program self assessment helps to guide the plan. The Differentiation Coordinator will develop a timeline for working on the 2022 plan and will gather feedback from various stakeholders. After gaining approval from the Montgomery County School's school board, the plan will be submitted to NCDPI in order to receive feedback and comments. The plan can be revised and resubmitted based on feedback and concerns during the 2019-2022 plan years.

Practice B

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

District Response: 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. Annual review of the AIG plan by the AIG Advisory Board will assist in monitoring. Opportunities for meaningful reflection will evolve into any necessary improvements. Areas of improvement will be maintained/monitored utilizing deployment plans that clearly delineate responsibilities for any corrective actions. The Differentiation Coordinator will report feedback to Assistant Superintendent of the Learning Division and necessary deployment plans will be made. The

Differentiation Coordinator will report feedback to the Director of Curriculum Support, Elementary Director and Secondary Director so that any necessary support can be provided to classroom teachers. The Differentiation Coordinator will complete interim reports to the North Carolina Department of Public Instruction to assess progress towards program implementation and effectiveness. Data will be monitored on the school level as well as the district level. A systematic process for reporting progress will be developed including annual reports to various stakeholder groups including an annual report to the local board of education.

Practice C

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response: The Differentiation Coordinator will collaborate with Montgomery County School's finance

department to semi-annually review the AIG budget and ensure that state AIG funds are being used to support district AIG program goals. The Differentiation Coordinator will seek other opportunities, such as grant funding, to aid in the support of programs for AIG learners. The AIG Advisory Board will help ensure that clear connections between each goal of the local AIG plan and program within budget are made. The Differentiation Coordinator will advocate for funding for the gifted program to meet any program needs. Resources for teachers as well as professional development will be considered. Testing costs will be provided through the AIG budget. Generally, due to overall budget constraints the AIG budget supports honors level teacher salary with a portion being allocated to any costs for testing or resources. Grant funding that the learning division actively seeks helps to supplement the AIG budget by providing materials and resources such as STEAM materials or 1:1 devices.

Practice D

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

District Response: AIG performance data needs to be closely monitored. Clearly established processes need to be in place to assist classroom teachers in the disaggregation of student data. In addition, AIG students need to have ownership of their own growth data by tracking formative assessments,

summative assessments and diagnostic assessments given throughout the year. The collection, maintenance, analysis, and sharing of data for Montgomery County AIG students will include student growth data. This data will be collected through formative assessments, observation of the PDSA, summative data, i-Ready diagnostic assessment and EVAAS data. The Differentiation

Coordinator will gather various data including but not be limited to, EOG, EOC, SAT, AP, IB, ACT, PreACT, and WorkKeys and any other data available to the district, paying close attention to underserved populations as well as disproportionality issues. During data days, PLC team members will complete a data disaggregation form and dropout data will be gathered with the collaboration of the high school guidance counselors and Power School administrator. Our district MTSS/RTI stored system has an early warning system for high school students that will be utilized to help prevent drop out or other issues with both the gifted population and the high school population at large. ACT and Pre-ACT data is analyzed for all students as part of the ACT PDSA. Other forms of data that speak to the success of AIG students will be collected, such as the number of internships or mentorships, college acceptance information, scholarship information, Career and College Promise completion rates and AP class completion rates. Teachers are provided with training needed to understand student growth and achievement through PLCs and collaboration with the Assistant Superintendent for Diversity and Accountability.

Practice E

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

District Response: The Montgomery County AIG Program needs to continue ensuring that diversity is a part of the local AIG program. A systematic approach to continuous monitoring of the diversity within the Montgomery County's AIG program must be developed and maintained in order to ensure a rich cross section of representation within the program. The Differentiation Coordinator and district learning team will continue to monitor the AIG headcount data to ensure that diversity is in place with the MCS AIG program. The portfolio process is in place as a way to benefit those students who are gifted but have some difficulty with standardized testing Headcount information will be provided to the AIG Advisory Board. Trend data for underrepresented students including students who are ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional, will be examined and any necessary changes will be made to the AIG plan. The Differentiation Coordinator will gather, analyze and share AIG student growth, achievement, and retention data specifically for the under-represented populations mentioned in this standard.

Practice F

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

District Response: AIG students need to be placed with teachers that hold the credentials to teach AIG students if possible. These teachers are best able to meet their needs as gifted learners. Montgomery County Schools' Human Resource department will work closely with the Differentiation Coordinator to maintain accurate information on all school personnel working with AIG students. Non AIG certified teachers will be offered coaching through the Instructional Facilitators. Local staff development offerings will be offered, and teachers of AIG will be encouraged to participate in these classes. AIG students will be placed in classrooms with regular education teachers that hold an AIG license whenever possible. The Differentiation Coordinator will work with appropriate personnel including Human Resources staff and learning team staff to document the employees earning an AIG add-on license or participating in professional development geared towards gifted learners. The Differentiation Coordinator will work with Human Resources to embed AIG qualifications into existing job applications.

Practice G

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

District Response: An AIG Advisory Board will help provide feedback regarding the implementation of the local AIG program. In the next three-year plan period, the Differentiation Coordinator will work with the Advisory Board to promote multiple ways of gathering information such as surveys, focus groups and online opportunities. Student input will also be requested in the form of a survey and focus group. The Differentiation Coordinator will work with a student gifted advisory board to strengthen areas of focus. This group will meet twice a year. Feedback will be solicited during monthly principal's meetings and weekly leadership cabinet meetings as well as through district and school level PLCs. An AIG advisory board will assist in monitoring the AIG program and will provide support and offer suggestions to ensure effective implementation of AIG programming. Data will be collected regularly, both formally and informally, to identify areas of program improvement. Data will include documentation about each standard and practice at the individual school and collective district level to ensure consistency and fidelity of program vision, and to ensure service delivery is equitable and consistent across schools. A survey will be deployed yearly that mirrors the LEA self assessment tool in order to provide information on plan effectiveness and fidelity.

Practice H

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

comprehensive program evaluation.

District Response: Utilizing multiple sources of data, the Differentiation Coordinator and Advisory Board will examine data gathered from parents, students, teachers other staff and community members. Data will be discussed regularly with the district learning team, instructional facilitator group and other administrators to guide AIG practices and program improvements. The Differentiation Coordinator will utilize the AIG advisory group to assist in evaluating the effectiveness of the local AIG program and offering suggestions and practical applications to improve AIG programming. The Differentiation Coordinator will review feedback from parents, students, teachers, other staff, and community members, and analyze data trends and patterns to inform program improvement efforts. In order to establish a clear process to directly review and make changes to the actual plan document, the Differentiation Coordinator will share notes from the gifted advisory board and other forms of feedback with the district learning team. The Differentiation Coordinator will determine if changes are needed to the local AIG plan mid-cycle, using Interim Reports and legislative and/or policy updates from NCDPI.

Practice I

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

District Response: Montgomery County Schools AIG program will clearly communicate evaluative program information to the public by utilizing the district website as one means of this communication. Furthermore, the AIG Advisory Board will help disseminate this information. Evaluative data will be reported to cabinet. Any necessary deployment plans will be based on data. Data will be shared to a variety of groups including district leadership, AIG Advisory Board, principals, students, teachers and parents. A newly designed district AIG brochure will be developed as well as a district fact sheet. Social media will be utilized when deemed appropriate. Student confidentiality will be protected when releasing any program information.

Practice J

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

District Response: 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. Montgomery County Schools' Due Process Procedures regarding Academically / Intellectually Gifted and Services Delivery Decision Overviews

1. Appeal to the school level Gifted Identification Team (GIT)
2. Appeal to the building level Principal
3. Appeal to the Differentiation Coordinator
4. Appeal to the Superintendent
5. Appeal to the local Board of Education

Montgomery County Schools continues to seek ways to make our schools quality learning environments through close cooperation between home and the entire school system. The Academically / Intellectually Gifted Program's goals, objectives, and service options should be clearly understood and communicated to all parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the individual school level. The following procedures should be followed to resolve any disagreements.

Step 1: Appeal to the School Level Gifted Identification Team (GIT) 1. The parent/guardian may request a conference with the Gifted Identification Team at the child's school. The request should be made in writing. The Gifted Identification Team should be given ample opportunity (10 school days) to convene all members together for the conference.

2. At this conference the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parents/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement to the Gifted Identification Team.

3. At this conference all information is shared with the parents/guardian and the minutes are recorded on the Gifted Identification Team minutes form. Team minutes forms and signatures are obtained from those attending.

4. Following the conference, the Gifted Identification Team will respond to the parent's concerns in writing within 10 school days after the conference.

Step 2: Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the Gifted Identification Team to the building level Principal. This should be done within 10 school days of the decision from the Gifted Identification Team. The Principal shall schedule the conference within 10 school days of the receipt of the written request. 2. The Principal shall review the concern. During the conference he/she may request further information from the child's teacher, the Gifted Identification Team, or the parents. Minutes are to be recorded on the GIT minutes form and signatures obtained from all present.

3. The Principal shall respond to the concern in writing within 10 school days of the conference.

Step 3: Appeal to the Differentiation Coordinator

1. The parent/guardian may appeal the decision of the building Principal to the Differentiation Coordinator. This should be done in writing within 10 school days of the decision from the building level Principal. Please submit this appeal to: Differentiation Coordinator Montgomery County Schools PO Box 427 Troy, North Carolina 27371

2. The Differentiation Coordinator will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the Gifted Identification Team, the parent/guardian, and/or the Principal. Minutes should be recorded on the GIT minutes form and signatures obtained from those present.

3. The Differentiation Coordinator shall respond to the concern in writing within 10 school days of the conference.

Step 4: Appeal to the Superintendent

1. The parent/guardian may appeal the decision of the Differentiation Coordinator to the Superintendent in writing within 10 school days of the decision.

Please submit the appeal to: Superintendent Montgomery County Schools

Ideas to Strengthen the Standard: 1. Form an AIG Advisory Board

2. Create surveys

3. Share data with appropriate stakeholders

Sources of Evidence: 1. Advisory Board Minutes

2. Surveys

3. Minutes from leadership meetings

Glossary (optional):

Appendix (optional):

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