

Mooresville City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Mooresville City Schools local AIG plan is as follows:

Mooresville City Schools Vision for local AIG program: VISION AND MISSION OF THE PROGRAM

The vision of the Mooresville Graded School District, as stated in the district strategic plan developed in 2008, is to be a state and nationally recognized school district through the demonstrated success of all students. The vision for the academically and intellectually gifted program is to become a flexible and inclusive student-centered program that develops the potential of gifted students representative of the total student population.

The mission of the AIG program is to effectively and comprehensively address the interests and develop the potential and skills of every AIG child, every day, so that each student reaches his or her fullest potential.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$283614.00	\$17242.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Based on our needs assessment (parents, staff), the procedures for AIG student identification are not clear. The AIG plan is on the website. However, it is difficult to locate and is lengthy, which makes it difficult to navigate. The complete plan also does not provide a snapshot of the identification process.

Goals: Beginning in August 2013, the updated AIG Plan will be easily accessible on the MGSD website. A flow chart that provides a visual depiction of the AIG Identification process will be posted as well. Currently, all MGSD employees have access to an AIG keynote presentation that provides information about the AIG Program. That keynote will be updated and will include clear language indicating the identification process. Additionally, members of the AIG Leadership Team and/or AIG teachers will be responsible for sharing the presentation with their staffs at the beginning of each school year.

Description: Action steps:

1. Make adjustments to the website that clearly link the public to the DPI approved MGSD AIG Plan.
2. Post more more descriptive information about the MGSD AIG identification process.
3. Post a flow chart outlining the MGSD identification process.
4. Update AIG information for MGSD staff on ANGEL (MGSD's learning management tool).

Planned Sources of Evidence: Increased positive responses on future needs assessment items in regards stakeholders knowing and understanding the AIG identification process.

AIG Identification process easily located on MGSD website.

AIG Identification process easily located in ANGEL for MGSD employees.

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures

that are based current theory and research.

This practice is a Maintained Practice for 2013-2016.

Rationale: In our program evaluation with community input, this was one of the practices needing improvement. While MGSD made major changes to the identification process, there was indication for adjustments to the process.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: During Phase I (2010-2013) of the AIG Plan, a new screening and identification criteria was developed in order to increase the number of students from under-represented populations who are placed in the AIG Program.

SCREENING:

A "pool" of potential academically and intellectually gifted students is established yearly from students at the end of third and sixth grade. The list consists of all students with a composite or sub-test score at or above the 80%ile (eightieth percentile) on the InView Cognitive Ability Test (or similar instrument). Students who are not at or above the 80%ile are placed on the pool list by the classroom teacher or AIG teacher using the MGSD Teacher Screening Instrument.

All students on the pool list will take the IOWA Tests of Basic Skills (or similar instrument) in order to determine their current educational performance. Students who score at or above the 90%tile will be placed on the MGSD Academically Gifted Assessment Scoring Grid. Students who score less than the 90%tile but scored at or above the 80%tile on the Inview (or similar instrument) will be placed on the MGSD Academically Gifted Assessment Scoring Grid.

A comprehensive evaluation is conducted for all students considered for placement in the AIG Program which must include assessments in each of the three assessment categories in the MGSD Academically Gifted Assessment Scoring Rubric: educational performance, cognition, characteristics of gifted. The single highest score is recorded for each assessment category is converted to category points and calculated in a total score. The assessment criteria is met when the student has an overall Total Score of 50 or more points and scores in at least the Third Range on Educational Performance and Cognition.

Students who may not qualify for services through traditional evaluation methods or through use of traditional assessment instruments may be referred by a general education teacher, AIG teacher, school administrator or parent.

MGSD will provide ongoing professional development focused on recognizing characteristics of gifted students. AIG teachers and district supervisors will provide guidance to garner appropriate referrals. Coordination and ongoing communication between AIG and general education staff is paramount to ensure appropriate referral of the under-served population.

The last opportunity for MGSD students to be identified is at the end of their 6th grade year. However, AIG and non-AIG students are served in the "Honors" program at Mooresville Middle

School. The criteria for selecting students to participate in the "Honors" program is less stringent and allow us to "widen the net." By providing this opportunity, we are able to serve a greater number of students who are not identified as AIG but who may benefit from a more challenging curricula and instruction.

Students in grades 9-12 have the flexibility to enroll in courses such as honors, AP, Huskins, and SAT preparation, as well as courses offered through NC Virtual Public Schools, and University of NC affiliated institutions. Parents, student, counselors, administrators or teachers can recommend participation in the above stated courses through open enrollment.

Planned Sources of Evidence: New/revised screening and identification criteria and/or procedures have been developed.

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on focus groups with classroom teachers, AIG teachers, and school-based administrators, this was an area that required clarity. The perception of many was students from traditionally under-represented populations were being placed in the AIG Program over other students who "qualified." In an effort to clear this misconception, we have revised the MGSD K-12 Academically Gifted Assessment Scoring Grid to include "environmental considerations" as part of the grid and not as a separate entity. Additionally, there was indication that we needed to consider additional instruments that provide non-biased results.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Although this is a maintained practice, there are some implications for adding or selecting new instruments or assessment tools/protocols based on the needs assessment of our AIG teachers and school-based administrators.

Students whose primary language is one other than English, as well as certain other students who may not have had the same or similar experiences typically measured by norm-referenced assessments, particularly language-based ability tests, may be discriminated against by standard identification procedures. The continuing evidence for this claim is the paucity of minorities represented in programs for academically and intellectually gifted students both within this state and nationally. Therefore, the following practices are to be adhered to when there is reason to suspect a student may be otherwise discriminated against, or when it is determined that the population within which s/he is a member may be generally under-served. These procedures are meant to be flexible and effect more fair identification of under-served population students.

When a student is at issue for AIG identification due to culture, background or lack of experiences, the school should administer a non-traditional ability or achievement test. For example, the Naglieri Nonverbal Ability Test, the Leiter International Performance Scale (utilizing the most current revised edition), or the Torrence Tests of Creative Thinking may be used as more culture-fair ability assessments, either in the form of retesting or as a replacement for ability measures typically used. It may also be worthwhile to examine Wechsler performance or other domain scores for non-verbal ability (such as Performance IQ) scores that are significantly above the verbal score, or non-verbal ability that is within the range generally perceived as gifted functioning when the verbal score is not. Teacher rating scales and teacher checklists/recommendations may also be useful in identifying at-promise students and therefore instruments such as the TOPS (Teacher Observation Profile - by M. Coleman et al), which is in-print as of summer 2010 may be considered.

Planned Sources of Evidence: List of instruments and assessments used to identify students for AIG services.

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: MGSD has been able to maintain consistency in the implementation of the screening, referral, and identification process. While this is a maintained practice, there are some practical documentation procedures that can be put into place in order to document compliance and completion.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: An AIG Leadership team has been developed. Each school 4-7 and a K-3 teacher leader have been identified. Lead teachers will be responsible for maintaining the following student lists:

1. Students who automatically qualify based on 95%tile InView (or similar instrument).
2. Students who are in the "pool" based on 80%tile - 94%tile on the InView (or similar instrument).
3. Students who are entered into the "pool" based on the MGSD Teacher Screening Instrument.
4. Students who are entered into the "pool" based on parent or administrator referral.
5. Students who are in the "pool" and score 90%tile or higher on IOWA (or similar instrument).
6. Students who are in the "pool" and score less than 90%tile on the IOWA (or similar instrument).
7. Students who require an alternate Cognition assessment.
8. Students who require a "Characteristics of Gifted" assessment.
9. Students who require an "Environmental Consideration" assessment.
10. Students who are identified as AIG.

11. Students who are placed AIG.

Planned Sources of Evidence: Student Lists:

1. Students who automatically qualify based on 95%tile InView (or similar instrument).
2. Students who are in the "pool" based on 80%tile - 94%tile on the InView (or similar instrument).
3. Students who are entered into the "pool" based on the MGSD Teacher Screening Instrument.
4. Students who are entered into the "pool" based on parent or administrator referral.
5. Students who are in the "pool" and score 90%tile or higher on IOWA (or similar instrument).
6. Students who are in the "pool" and score less than 90%tile on the IOWA (or similar instrument).
7. Students who require an alternate Cognition assessment.
8. Students who require a "Characteristics of Gifted" assessment.
9. Students who require an "Environmental Consideration" assessment.
10. Students who are identified as AIG.
11. Students who are placed AIG.

Other Comments:

Practice E

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is completely evident. It is the procedure of each school to meet with AIG parents and provide them their rights as parents. The AIG Leadership Team did agree that this information should be made public by posting it to the MGSD website.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: We have developed an AIG Leadership Team which includes the District AIG Coordinator, 1 principal from each grade span, 1 AIG teacher per school. The AIG Leadership meets at least 3 times per year to ensure that policies and procedures are being carried out at each school.

The document: "AIG Your Rights as a Parent" is available at each school and is accessible to all MGSD staff on ANGEL. However, this form has not been available to the public on the MGSD District website. The MGSD website will be updated to include that form along with clear guidelines for students who are transferring into the district. Students who transfer into the district will be placed in a regular class until the school-based AIG team is able to determine the child's eligibility using the MGSD Scoring Grid.

Planned Sources of Evidence: District AIG Plan (including procedures)
AIG forms documenting referrals, placement decisions and services
Memos or emails clarifying procedures or policies

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Each school maintains a file for students who were considered for AIG (even if they were not identified or placed AIG). Parents are provided copies of all documentation during an annual review. Additionally, MGSD requires teachers/teams to meet with all parents after the first quarter of every school year.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: PROCEDURE TO DISAGREE

The school-based committee for gifted education, when securing permission for screening or evaluation of suspected academically and intellectually gifted students, notifies parents/guardians of their due process rights by providing them a copy of their rights as parents. During the process of evaluation, parents are offered both oral and written explanation of data collected (via multiple indicators) and utilized to arrive at the recommendation for or negation of program eligibility/placement, including formal and informal assessments data. This occurs both as a formal invitation to attend and participate in the school-based committee for gifted education meeting, as well as each parent receiving a written copy of the results of the multiple indicator data collection/assessments.

Parents may disagree with the evaluation, the recommendation for placement, or services, while attending the school-based committee for gifted education meeting. Disagreement is noted by indicating this on presented due process forms containing the recommendation, and by submitting in writing at that time or immediately afterward, the reason for disagreement. At that time, the parent may request an independent evaluation or may acquire such themselves. The committee making recommendations for placement or services will consider further/independent evaluation data.

If the parent is still in disagreement with the committee decision/recommendation, mediation may be requested. This request should also be made in writing to the school-based committee at the student's school and should be submitted as soon as possible after the decision/recommendation for placement or services being disputed. Mediation will be conducted by an impartial (independent) mediator and will be arranged by the local educational agency (LEA) representative (typically a school or district level administrator).

If mediation proves unsuccessful at negotiating an agreement between the parent and the LEA regarding the student's eligibility or services, a due process hearing may be requested in writing within a reasonable amount of time. An administrative law judge (ALJ) will make a decision binding both parties immediately subsequent to the due process hearing. This decision of the ALJ is final and not subject to further review commensurate with the General Statutes of North Carolina.

§ 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Planned Sources of Evidence: AIG Procedure to Disagree document (within Plan).
AIG forms indicating eligibility, placement decisions and services.

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs assessments indicated that MGSD makes a concerted effort to differentiate the NCSCOS for all students at varying ability levels. The state's renewed focus on growth for individual students through EVAAS data has further focused our efforts in ensuring all students are being challenged and pushed to meet and exceed their potential.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Within the K-3 grade configuration, all schools utilize a flexible grouping structure that is school wide to address all levels of student skills. This includes having not only remediation groups but also enhancement grouping as well, which targets the higher functioning students. K-3 and intermediate schools also utilize the state IMPACT model for integrating media and technology into the standard course of study. This model also assists with addressing students' interests and those who are academically advanced. Honors, advanced placement, and special interest courses and programming are available to students in the secondary schools.

The characteristics of gifted students lead to the instructional accommodations that are appropriate. To effectively meet the needs of these students the following recommendations are made to nurture and challenge the gifted student: independent projects, academic competition, vertical enrichment, find a mentor, use Revised Bloom's Taxonomy, learning centers, and multiple intelligences. In-class enrichment and differentiation will be achieved via instructional materials and strategies per individual student interest and/or accelerated area (e.g. reading, writing, math, etc)

High school students will have the opportunity to participate in Advanced Placement courses which are a precollege program. Administrators and teachers will respond to the individual needs of the gifted learners. Teachers will use a wide range of strategies in choosing materials that engage students interests to move student thinking to higher levels, independent studies, and compacting curriculum. Students will have the opportunity to participate in in-depth concept development experiences which are effective means of enrichment for gifted students (ex. studies of cultures, scientific topics, or current issues). Instructional delivery will reflect accelerated, complex, and in-depth content. The approaches will incorporate the higher level thinking strategies of Bloom's Taxonomy. With the integration of technology in the Mooresville Graded School District's school settings, challenged based learning is used to leverage the technology students use in their daily lives to solve real world problems. Students are expected to collaborate, work with other students, their teachers, and experts in their community and around the world to develop deeper knowledge of the subject.

Planned Sources of Evidence: K-3 schedules reflecting flexible grouping.
IMPACT model schedules (with general education classroom teachers).
Middle and high school registration materials and student schedules.
Lists of other strategies for differentiating curriculum and instruction (e.g. lesson plans, special programs, etc.).

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Digital Conversion in MGSD in which every student in grades 3-12 has their own laptop has empowered teachers to facilitate instruction based on students' individual needs. Teachers are able to assess students and provide personalized instruction based on those assessments. K-3 schools employ Reader's Workshop and many teachers are beginning to teach differentiated math through Math Workshop. MGSD teachers have access to more than 100 digital resources that enable them to provide instruction regardless of their students' abilities.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Formal AIG services to gifted learners are in place for grades three through twelve, although at the secondary level services are in the forms of advanced coursework that is open to any high school student who chooses to enroll. Enrichment, enhancement and acceleration are accomplished through altering the learning environment, modifying content, as well as by addressing special interests and through special programs.

Planned Sources of Evidence: AIG classes (schedules and lesson planning).
AIG, honors and AP courses.
Special programs documentation.
Flexible grouping schedules.

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Digital Conversion in MGSD in which every student in grades 3-12 has their own laptop has empowered teachers to facilitate instruction based on students' individual needs. Teachers are able to assess students and provide personalized instruction based on those

assessments. K-3 schools employ Reader's Workshop and many teachers are being to teach differentiated math through Math Workshop. MGSD teachers have access to more than 100 digital resources that enable them to provide instruction regardless of their students' abilities.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The district utilizes 21st century tools (such as laptops for all students grades 3-12, a learning management system LMS, etc.) as vehicles to deliver the standard course of study, which includes project-based learning, critical thinking and problem-solving skills, collaborative teaching and learning methods, as well as research-based programs that are traditionally delivered to fidelity (e.g. direct instruction in phonics, etc.).

Planned Sources of Evidence: Student projects that demonstrate standard course of study objectives via multi-media digital format.

Portfolios that are both digital and traditional (hard copy, folder-based).

Research-based programs such as Partners in Math, Foundations, Reading Foundations, etc.

Lesson plans and digital products within the district LMS (ANGEL).

Other Comments: Descriptions for Practices A, B and C within this Standard overlap and should be considered in tandem relative to this Plan.

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs assessment from all stakeholders indicated this practice was mostly evident. Of course in MGSD we are continually striving for excellence. MGSD staff indicated a need to infuse the above mentioned skills at high levels for all students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Selection of curriculum and instructional resources and methods is accomplished by obtaining input from the practitioners and based on identified needs (as well as interest).

The Digital Conversion in MGSD in which every student in grades 3-12 has their own laptop has empowered teachers to facilitate instruction based on students' individual needs. Teachers are able to asses students and provide personalized instruction based on those assessments. K-3 schools employ Reader's Workshop and many teachers are beginning to teach differentiated math through

Math Workshop. MGSD teachers have access to more than 100 digital resources that enable them to provide instruction regardless of their students' abilities. MGSD also requires a Senior Project. Beginning with the 2013-14 school year, all 3rd, 6th, 8th, and 12th grade students will be required to complete a project-based unit and present it to an audience of "experts", peers, faculty, and community members. The above mentioned content will be the basis of those projects.

Planned Sources of Evidence: MGSD Summer Institutes

Project Based & Challenge Based Learning

Foundations

Reading Foundations training

Co-teaching and Inclusive practices models training

Digital format and resources (icurio, Storybird, Discovery Education, Moby Max, GoAnimate, etc.)

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: All stakeholders agree that MGSD staff are skilled at using a variety of ongoing assessments to drive instructional decisions. The Digital Conversion has enabled teachers to get immediate feedback which allows them to maximize instruction while also maximizing the learning potential.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The effective use of data to drive instructional decisions is one of the key ingredients to the success of MGSD. Teachers and students are skilled at using data to drive their teaching and learning. The district administers quarterly benchmark assessments in grades K-8. Students in grades 9-12 take 4.5 week assessments. The data is analyzed and provided to students and staff. Teachers have individual conferences with students about their performance. Parents are notified and are informed of their child's strengths and needs. Grade level teams meet to determine what strategies were most successful in teaching specific standards. Principals meet with grade level/subject teams as well as the entire staff to review assessment results to provide a renewed focus. As a district, we meet with K-3 and 4-6 schools to discuss the data and strategies which provides vertical and horizontal alignment in schools and across the district. Secondary schools also hold data and informational meetings with central office.

Teachers also use formative data daily and common formative assessments across grade levels. Teachers meet during their PLC to determine the needs of their students along with the strengths and needs of the instructional staff.

This laser focus with visionary leadership from our Superintendent is an expectation of excellence in ensuring we meet the needs of "every child, every day."

Planned Sources of Evidence: District digital tools and resources (MacBooks, ANGEL, Discovery Education, netTrekker, Easy CBM, ScanTron. iXL math, RazKids, etc.).

Students' multi-media projects (including senior projects) that address global issues and problems.
Student service projects that address world problems (e.g. Helping Hands for Haiti, etc.).

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The affective domain is an important part in the total development of gifted learners. Students and parents will benefit from dialogue, information, and relationship building centered around the social and emotional needs of gifted learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. Provide information for parents, educating them about the social and emotional needs of gifted learners.
2. Provide purposeful lessons for students to help them better understand their social and emotional needs as they relate to being gifted.
1. Parent Sessions (3-4 per year) on topics related to social/emotional needs of gifted learners. Resources available on MGSD website (websites, book titles, etc) for more information on social/emotional needs. 2. Student sessions (3-4 per year) on topics related to social/emotional needs of gifted learners. Guidance counselors utilized when appropriate to counsel students or refer to outside counselors.

The following resources will be used:

<http://www.byrdseed.com/10-facts-about-social-emotional-needs-of-the-gifted/>

<http://www.sengifted.org/archives/articles/the-tortoise-and-the-hare-take-two>

http://www.hoagiesgifted.org/social_emotional.htm

Planned Sources of Evidence: Invitations to parent / student sessions, MGSD webpage, guidance counselors.

Other Comments: There are unique stresses and dynamic issues associated with a person's giftedness. It is important to consider the dimensions of a gifted child's life: academic, self-concept, social skills, well-being, emotional health, and talent maturation. Continuing to expect excellence from these children without taking into account the emotional and social dimensions of their lives exacts a cost in the development of healthy self-concept and in family and peer relationships. In light of this issue, it is important that we urge parents to seek help from teachers and other professionals. The

greatest needs that parents report are the support of other parents raising gifted children and the attention of educational professionals so they can gain dependable information about rearing and educating gifted children. We must help the child understand his or her giftedness and set reasonable goals based on ability, interests, and personality. Using techniques such as surveys, journals, one-one conferences, and talent development growth plans will aid in these plans. We must continue to build a positive partnership between parents and educators, as well as help parents and teachers model and instruct children on basic social skills that can ease their way in the school and neighborhood. We must provide individual, group and family counseling on a preventive basis, as well as counseling for crisis.

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Currently, potentially-AIG students are not identified nor do they currently receive services in K-2. Despite current budget restraints, the district recognizes the need to strengthen the services offered to potentially-gifted learners in grades K-2.

Goals: Develop and implement a comprehensive and coordinated program that identifies potentially-gifted learners in grades K-2 and provides appropriate differentiated instruction to meet their diverse academic, intellectual, social, and emotional needs.

Description: 1. Provide training for teachers in grades K-2 on the characteristics/domains of giftedness and strategies for meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.

2. Create a rubric for identifying potentially-gifted learners in grades K-2 to ensure that they are offered access to the opportunities provided for potentially-gifted learners.

3. Develop models for providing flexible ability groups during core instruction to facilitate differentiation to meet the needs of potentially-gifted learners.

4. Provide regular opportunities for project-based, inquiry-based, and/or problem-based learning differentiated to challenge the potentially-gifted learner.

Planned Sources of Evidence: 1. Professional development plan and certificates or rosters of completion

2. Rubric for Identifying Potentially-Gifted Learners

3. School AIG plan identifying strategies to provide appropriate differentiation and enhanced learning opportunities such as project-based, inquiry-based, and/or problem-based learning

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: The self-assessment revealed the need to make an effort for teams to collaborate.

Goals: Provide time for collaboration for AIG teachers with classroom and EC teachers.

Description: Make adjustments to personnel so each intermediate school maintains 3 AIG teachers at each school. (This will eliminate the need for travel and will allow principals to be more flexible with their schedules to provide time for collaboration).

Planned Sources of Evidence: Agendas, rosters and minutes from site-based team and curriculum planning meetings.

Vertical and horizontal alignment meeting documentation.

Other Comments:

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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Maintained Practice for 2013-2016.

Rationale: DEPs are developed for all AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Teachers meet with students and families for an annual review of the DEP.

Planned Sources of Evidence: Individual DEPs
Documented annual DEP meetings.

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The duties and responsibilities of leading the local AIG program and plan are currently the responsibility of the Executive Director of Elementary Education and Federal Programs. The person currently in this role is not AIG certified.

Due to budget restraints, the district is unable to employ an individual that is AIG certified.

Goals: Utilize the AIG Leadership Team of school/district leaders and AIG licensed specialists to develop, implement, revise, and monitor the AIG program and plan.

Description:

1. Identify AIG Leadership Team members.
2. Meet with AIG Leadership Team three times per year to review the current AIG plan and make adjustments as necessary.
3. Team to provide leadership, professional development, and coaching to the entire MGSD school community.

Planned Sources of Evidence: AIG Leadership Team minutes

Monitoring documents

Collaboration documents

Increased student achievement

Increased school community awareness

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: MGSD AIG teachers have direct responsibility of addressing the needs of AIG students. As indicated in our plan, we will address the social and emotional needs of gifted learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: District AIG teachers are engaged in serving the needs of gifted learners in grades three through eight through specific classes. Secondary grades also offer higher level courses that address the needs and interests of gifted learners, in addition to co-curricular activities such as National Honor Society, Beta Club, etc.

Planned Sources of Evidence: List of co-curricular activities.
AIG schedules and rosters (indicating AIG courses).
List of advanced courses at secondary level (open to AIG students).

Other Comments:

Practice 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.

This practice is a Focused Practice for 2013-2016.

Rationale: Professional development should be provided to all instructional staff, counselors, and administrators to increase their ability to meet the needs of gifted and talented students. Strategic and focused professional development is needed to maximize student achievement and growth of the AIG population.

Goals: 1. Increase the knowledge and skills of teachers, counselors, and administrators in supporting the educational needs of AIG students.
2. Increase gifted achievement as a result of implementing innovations of practice or curriculum.

Description: 1. A survey will be conducted to determine individual and group needs in the following areas: characteristics and social-emotional needs for gifted learners and differentiation strategies.
2. Professional development will be provided to all teachers, counselors, and administrators in the characteristics of the gifted learner, addressing their social-emotional needs, and differentiation strategies.

Planned Sources of Evidence: Summary of survey results
Schedule of staff development
Rosters of attendance and agenda for professional development sessions
Teacher evaluation of professional development
Growth and achievement data for students identified as gifted and talented

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All district AIG teachers are required to hold a license in AIG, and currently all teachers in these positions have fulfilled or are completing this license requirement.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All district AIG teachers are required to hold a license in AIG, and currently all teachers in these positions have fulfilled or are completing this license requirement.

Planned Sources of Evidence: Roster of AIG teachers and related license information.

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG program goals and services are aligned to and enhanced by district initiatives (rather than the reverse). For example, the district Digital Conversion provides a wonderful set of tools and opportunities for gifted learners to develop products and demonstrate enhanced learning that are goals within the AIG program. Ongoing professional development that supports this initiative and is differentiated (as our instruction is for students) is a major focus of the district. Examples of this include numerous early release days that support staff development for district staff, as well as other significant professional development events such as the district's annual Summer Institute.

Goals: The District AIG Committee will formulate a professional development plan and submit to the superintendent. The professional development plan will commensurate with the district goals and initiatives.

Description: The AIG program goals and services are aligned to and enhanced by district initiatives (rather than the reverse). For example, the district Digital Conversion provides a wonderful set of tools and opportunities for gifted learners to develop products and demonstrate enhanced learning that are goals within the AIG program. Ongoing professional development that supports this initiative and is differentiated (as our instruction is for students) is a major focus of the district. Examples of this include numerous early release days that support staff development for district staff, as well as other significant professional development events such as the district's annual Summer Institute.

Planned Sources of Evidence: List of staff development activities and rosters of attendees per school year.
Summer Institute schedule and roster of participants.

Survey data regarding staff development effectiveness, etc.

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Maintained Practice for 2013-2016.

Rationale: All professional development opportunities are aligned with state and/or national teaching standards and best practices. While this practice is completely evident, we have decided to provide focused professional development around best practices for the gifted learner as explained in Standard 3C.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The MGSD teachers are knowledgeable of and embrace state and national standards. They incorporate this pedagogy into their daily practices/instruction. Our professional development is targeted at integrating 21st century skills into curriculum and instruction via digital format and content. Site-based professional development has recently included training on state and national teaching standard across the district. In addition, the technology training affords teachers the tools to deepen content and enhance critical thinking.

Planned Sources of Evidence: Course descriptions of locally sponsored professional development activities

Rosters of participants in the PD activities

Professional Learning Community activities related to state and national standards and 21st century skills

Documentation of tuition support for obtaining AIG license

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: MGSD AIG teachers have frequent opportunities to plan together and collaborate both face-to-face and virtually through the use of digital resources.

Goals: This section does not need to be completed based on the chosen category of the practice.

8/8/2013

Description: The district fosters cooperation amongst teachers both within and across grade levels and specialty areas. The district provides regular early release days for professional development and planning. In addition, there is time within each school's schedule for teachers to plan collaboratively.

Planned Sources of Evidence: Schedules and calendars indicating early release dates and collaborative planning time.

Agendas for planning sessions and staff development activities.

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Comprehensive AIG services are provided in grades 3 through 12 with formal identification beginning at the end of grade 3. The primary grades (K-2) have addressed the needs of potentially-gifted students only through differentiation within the classroom, early admission to kindergarten (as stipulated in NC law), and individual accommodations such as placement in an upper grade for the portion of the day when core instruction is provided. Currently, other AIG or potentially-AIG students are not identified nor do they currently receive services in K-2. Despite current budget restraints, the district recognizes the need to strengthen the services offered to potentially-gifted learners in grades K-2.

Goals: Develop and implement a comprehensive and coordinated program that identifies potentially-gifted learners in grades K-2 and provides appropriate differentiated instruction to meet their diverse academic, intellectual, social, and emotional needs.

Description:

1. Provide training for teachers in grades K-2 on the characteristics/domains of giftedness and strategies for meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.
2. Create a rubric for identifying potentially-gifted learners in grades K-2 to ensure that they are offered access to the opportunities provided for potentially-gifted learners.
3. Develop models for providing flexible ability groups during core instruction to facilitate differentiation to meet the needs of potentially-gifted learners.
4. Provide regular opportunities for project-based, inquiry-based, and/or problem-based learning differentiated to challenge the potentially-gifted learner.

Planned Sources of Evidence:

1. Professional development plan and certificates or rosters of completion
2. Rubric for Identifying Potentially-Gifted K-2 Learners
3. School AIG plan identifying strategies to provide appropriate differentiation and enhanced learning opportunities such as project-based, inquiry-based, and/or problem-based learning.

Other Comments: The identification of potentially-gifted learners in no way should be taken to assume that these students will automatically be formally identified at the end of grade 3. The process of identifying potentially-gifted learners serves two purposes:

creates some level of consistency to help non-certified AIG teachers better recognize the multi-faceted nature of giftedness and
creates a structure for collecting data to monitor the fidelity of a school's program.

Also, this goal should not be misconstrued as support for the placement of students into permanent groups based on ability. That is neither the philosophy of this school district nor the intent of this goal.

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Program is in alignment with the MGSD Strategic Plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG program(s) and related services are in alignment with the overall district goals (via the strategic plan and school improvement plans). Vertical, lateral and horizontal alignment meetings are regularly held within and between schools to ensure goals and objectives are being addressed and met, as well as to effect smooth transitions for students as they necessarily change schools. Resources alignment is handled at a central level via regular Executive Team (central office administrators) meetings; however, Administrative Team meetings (all district administrators) also occur quarterly and facilitate/ensure alignment. AIG is one facet of these alignment activities within these various aforementioned meetings.

Planned Sources of Evidence: Lateral, horizontal and vertical alignment meetings documentation (agendas, action plans, notes/minutes).
Executive Team agendas and action plans items.
Administrative Team agendas and action plans items.

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Needs assessment results reveal this is an area of strength for MGSD.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: SERVICE DELIVERY DESIGN

GRADES K-2

- General education teachers serve K-2 students by providing the necessary challenging curriculum and instruction, such as through flexible grouping, within the regular class; and/or
- Teacher consultation.

GRADE 3

- In-class enrichment and differentiation via instructional materials and strategies per individual student interest and/or accelerated area (e.g., reading, writing, math, etc.); and/or
- Pullout enrichment (small/flexible grouping, topic-based); and/or
- Teacher consultation.

GRADES 4-8

- In-class enrichment and differentiation via instructional materials and strategies per individual student interest and/or accelerated area (e.g., reading, writing, math, etc.); and/or
- Teacher consultation; and/or
- Math-compacted, enriched and accelerated; and/or
- Language Arts/Communication Skills – enriched and accelerated reading and writing with an emphasis on research skills.

GRADES 9-12

- Advanced Placement courses grades 11-12 in specific subject areas;
- Honors courses in core subject areas grades 9-12;
- SAT preparation courses and modes;
- Huskins courses in collaboration with the local community college;
- North Carolina Virtual Public School (NC VPS) courses; and
- College courses through University of North Carolina and other affiliated institutions.

Planned Sources of Evidence: DEPs reflecting services options for AIG students.

Student schedules demonstrating enrollment in accelerated / advanced coursework (including honors and AP course enrollment).

Teacher lesson plans that include and reflect differentiation and scaffolding strategies.

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: While all MGSD staff have been informed about the delivery and differentiated services and instruction for AIG students, there were several misconceptions and misunderstandings that were discovered through the needs assessments that were conducted during the Spring of 2013. The AIG Leadership Team has a plan in place to present this information in a clear and consistent manner and provide resources through the MGSD learning management system.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The prior AIG Plan was communicated by addressing all teachers (and other instructional staff) during staff meetings. Handouts were given to staff members as several plan components were described: screening and evaluation, teacher referral, AIG learner characteristics, and our delivery model options across grade levels. This current revision includes the intention of continuing this method of communicating regarding AIG program, new goals, components and practices (as well as our continuum of services for gifted learners). This communication will be enhanced by also providing digital copies of the Plan and/or a link on the district and/or school websites to the entire Plan. The AIG website will be updated to include a keynote presentation with basic information about the plan as well as a visual of the identification process.

Differentiation of instruction is a forte of our elementary classrooms. Grade level chairs review data of all students with their respective teams and differentiate instruction among members of their clusters so that these students also have enhancement time in a daily schedule. Teachers also utilize digital resources through SmartBoards, laptops and regular computers to offer instruction beyond the realm of the grade level. There is a culture of family in all the schools and all work together to address exceptional needs. If funding were available, we would certainly add formal enhancement to our plan. At this time that the regular classroom teacher works with others on the team--grade level specialists or vertical colleagues.

Efforts will be made to inform teachers, school administrators, and support services about the delivery of differentiated services and instruction to AIG students, regulations related to gifted education and the local AIG program and plan. Teacher observations will be held by the principal, principal designee and the director of AIG to assess the delivery of instruction and to reinforce differentiation and higher order experiences for the students. Quarterly data will be compiled to review student performances. Meetings will be held with principals and AIG teachers. AIG teachers will develop an improvement plan to address AIG issues at the start of the school year.

Planned Sources of Evidence: School staff meeting agendas that include AIG Plan director.
Digital version of the Plan (provided to staff and schools).
Website link to Plan.
Newspaper article(s) and school board minutes.

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Leadership Team includes a cross-section of AIG and school-based leaders to aide in the transition and ensure an effective continuation of services.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Practice B articulates our efforts to align goals and resources, and as part of this we regularly hold vertical, lateral and horizontal alignment meetings within and between schools, which promote and support communication, effective continuation of services, and seamless transitions for students as they necessarily change schools.

Planned Sources of Evidence: Alignment meetings agendas, rosters of participation and action plans.
Staff meeting and/or administrative team meeting agendas.

Other Comments:

Practice F

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: MGSD has a strong community of teachers, administrators, parents, and students who are involved in meeting the needs of "every child, every day." A more specific plan to involve all stakeholders in the creation of the AIG Plan is addressed in Standard 5C of this plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Consistent with the district focus on collaboration among stakeholders, parents and staff are regularly involved in district and school activities and events that ensure awareness and input regarding services and programming. Parent training nights related to the district digital conversion initiative (digital tools and resources) are held regularly in all intermediate and secondary schools. The district has teacher and parent advisory councils that function as forums for obtaining input, as well as for sharing information on programs and services. Parents and staff also work collaboratively to develop school improvement plans. Numerous community and district stakeholders were also involved in creating the district strategic plan. Increasingly the district learning management system, as well as school and district websites, are used to collaborate with peers as well as foster frequent communication with parents.

Planned Sources of Evidence: Parent training nights per school (printed programs)
Curriculum information sessions for parents
Parent advisory council (minutes)
Exceptional children's advisory council (ACES)
Parent Symposiums

Parent-teacher conferences

Other Comments:

Practice G

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.

This practice is a Focused Practice for 2013-2016.

Rationale: The affective domain is an important part in the total development of gifted learners. Students and parents will benefit from dialogue, information, and relationship building centered around the social and emotional needs of gifted learners.

Goals: 1. Provide information for parents, educating them about the social and emotional needs of gifted learners.
2. Provide purposeful lessons for students to help them better understand their social and emotional needs as they relate to being gifted.

Description: 1. Parent Sessions (3-4 per year) on topics related to social/emotional needs of gifted learners. Resources available on MGSD website (websites, book titles, etc) for more information on social/emotional needs. 2. Student sessions (3-4 per year) on topics related to social/emotional needs of gifted learners. Guidance counselors utilized when appropriate to counsel students or refer to outside counselors.

The following resources will be used as a guide:

<http://www.byrdseed.com/10-facts-about-social-emotional-needs-of-the-gifted/>

<http://www.sengifted.org/archives/articles/the-tortoise-and-the-hare-take-two>

http://www.hoagiesgifted.org/social_emotional.htm

Planned Sources of Evidence: Invitations to parent / student sessions, MGSD webpage, guidance counselors.

Other Comments:

Practice H

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: MGSD is committed to meeting the needs of individual learners. Assessment data is

used to drive individual student decisions. Classroom teachers, Specialists, Administrators, and Central Office personnel are involved in these discussions.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: When a student is perceived as possibly needing a placement option beyond that customarily provided for gifted learners in a particular grade or subject, the teacher or parent brings this concern to the school administrator. The student's profile is then reviewed by the school administrator and teacher/parent. If an alternative placement option appears warranted, the school administrator may consult with a district level administrator. Options are discussed and agreed upon by all parties (teacher/s, parent, school administrator/s, the student) before a final decision is reached to change the placement. Decisions are centered on meeting the needs of the student.

Planned Sources of Evidence: Differentiated Instruction

Early entrance into kindergarten procedures

Huskins program and dual enrollment courses

Virtual public school options

AP courses

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: This continues to be an area of focus for MGSD.

Goals: The primary goal is to effectively identify and place under-represented students. This is addressed in Standard 1, Practices A, B, C, and particularly D. The goal for this Standard is to foster a culturally responsive and supportive learning environment, as well as provide intentional programming to these students.

Description: Providing intentional services to under-represented AIG populations may be accomplished through a variety of means, including topics addressed by AIG projects, selection of curriculum and materials that reflect diversity, and collaboration with parents and students within these populations. In addition, outside support may be sought for these students if appropriate (i.e., mentors, cultural centers, churches, program specialists, etc.). District and school efforts will be made to increase the number of underrepresented students within our AIG program. This is a targeted goal of our school district. Evidence of this initiative will be measured by the AIG demographic numbers. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Planned Sources of Evidence: AIG class rosters and demographics

Student record
Parent-teacher conference log
Curriculum materials reflecting diversity
Student projects

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: MGSD offers a wide variety of programs and events that develop the needs and interests of AIG students. However, we do realize that we need to continue to survey students and parents to determine the needs and interests of AIG students and respond accordingly.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The district offers a wide variety of extra- and co-curricular activities from elementary through high school, designed to appeal to a broad range of interests and talents academic, athletic, and cultural. In addition, annual events and field trips are offered, such as World Math Day, and Technology Student Association, International Club, Battle of the Books, etc.

Planned Sources of Evidence: Field trip forms
List of clubs in district schools
Program copies or lists of other special events

Other Comments: This is a potential area to develop in concert with goals for improving other Practices, such as addressing more directly the social-development needs of gifted learners.

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: While MGSD does involve parents at every level, there are no specific partnerships for AIG parents and families. All needs assessments conducted revealed this is an area in which we need to improve.

Goals: Develop partnerships with parents, families and the community to support the needs of AIG students.

Description: 1. Create a APAC (AIG Parent Advisory Council) that includes a diverse group of parent leaders to meet 2-3 times per school year. During these meetings, members of the AIG Leadership Team will share information and support tools. This also will be a time for parent leaders to share their concerns and provide input regarding the AIG plan and program.
2. Improve communication with all stakeholders and parents about the AIG program through meetings, emails, conferences, website, and telephone communications. During these times, the gifted education plan at the specific school will be outlined and questions answered.
3. Develop community partnerships that support the students of gifted learners and their families.

Planned Sources of Evidence: Teacher communications with parents

Principals meeting with teachers and parents

AIG Parent Advisory Council

Newsletters communication

Parent workshops

Website

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Although the AIG plan is shared through the district website, the needs assessments indicated a need for improved communication through the AIG website and additional public information sources.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Plan is shared with parents via school sites, the district web site and district parent advisory council. Hard copies of the plan are also available to parents and interested parties. In addition, copies of parents rights, eligibility criteria, and AIG forms are available and provided during meetings. These processes will continue and also become a component of monitoring the implementation of the overall district Plan.

The website will be updated to include a keynote presentation that outlines the basic information contained in the AIG plan. It will also include a graphic of the AIG identification process.

Planned Sources of Evidence: Updated user friendly AIG website.
Plan posted on district website and components or links to Plan on school websites.
Parent rights documents and forms for potential and served AIG students' parents.
Monitoring implementation checklist component.

Other Comments:

Practice C

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.

This practice is a Focused Practice for 2013-2016.

Rationale: In preparation for revising the AIG plan, all stakeholders were included in the needs assessment. As indicated in 5C, a AIG Parent Advisory Council will be formed and will reflect the diversity of AIG families.

Goals: Create a APAC (AIG Parent Advisory Council) which includes a diverse group of parent leaders to meet 2-3 times per school year.

Description: During these meetings, members of the AIG Leadership Team will share information and support tools. This will also be a time for parent leaders to share their concerns and provide input regarding the AIG plan and program.

Planned Sources of Evidence: APAC Rosters
APAC Agendas & Minutes

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: MGSD employs a full-time translator who is available to participate in conferences or translate written materials that go home with students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Although there is currently only an occasional need for AIG information in a language other than English, the Latino population is increasing slowly and steadily. Therefore, it is expected that these students will be represented within the AIG program. When there is a need for informing parents in a language other than English, the system is prepared to address that need via translations (oral and printed) into Spanish or any other language necessary.

Planned Sources of Evidence: AIG Plan, criteria, service delivery models and forms in Spanish or other language (other than English)
Oral translations during conferences (documented by conference logs or other parent contact format)

Other Comments:

Practice E

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.

This practice is a Focused Practice for 2013-2016.

Rationale: While MGSD does involve parents at every level, there are no specific partnerships for AIG parents and families. All needs assessments conducted revealed this is an area in which we need to improve.

Goals: Develop partnerships with parents, families and the community to support the needs of AIG students.

Description: 1. Create a APAC (AIG Parent Advisory Council) that includes a diverse group of parent leaders to meet 2-3 times per school year. During these meetings, members of the AIG Leadership Team will share information and support tools. This will also be a time for parent leaders to share their concerns and provide input regarding the AIG plan and program.
2. Improve communication with all stakeholders and parents about the AIG program through meetings, emails, conferences, website, and telephone communications. During these times, the gifted education plan at the specific school will be outlined and questions answered.
3. Develop community partnerships that support gifted learners and their families.
In order to ensure a high level of parental and community involvement, there remains a need to establish a network of opportunities for constructive dialogue and feedback. Strategies designed to provide these opportunities are outlined in the subsequent text. An advisory board for gifted students will be established. It will be comprised of representatives from administrators, teachers, parents, and community members. This advisory group will meet as needed, both as a full group as well as in sub-

groups concerned with specific aspects of the program. Members will provide feedback regarding areas of concern so that informed decisions toward improvement can be made. Advisory council members and gifted education teachers will meet with community members representing special populations to hear concerns, solicit feedback, and brainstorm solutions for improvement. As with the self-assessment which began this plan's development, surveys to the customers may also be utilized intermittently to facilitate communication and gain feedback.

Planned Sources of Evidence: AIG parent advisory council roster (APAC), agendas and minutes.
Community Partnerships and Forums
Involvement of AIG Students in the community that support AIG students.

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The district AIG Plan has been developed historically and is currently being developed in accordance with state legislation and policy, including local Board approval and submission to the state agency for review and comment. We will await feedback from the state agency and upon their review and comments, the Plan will be modified as needed to be in full accordance with state legislation/policy during this 2013-16 review process.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The district AIG Plan has been developed historically and is currently being developed in accordance with state legislation and policy, including local Board approval and submission to the state agency for review and comment. We will await feedback from the state agency and upon their review and comments, the Plan will be modified as needed to be in full accordance with state legislation/policy during this 2010-2013 re-visioning.

Planned Sources of Evidence: Written (and electronic) AIG Plan 2013-2016.
Board minutes indicating AIG Plans are Board approved.
State feedback regarding July 2013 AIG Plan submission.

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Coordinator along with the AIG Leadership Team and school based administrators all take responsibility in monitoring and implementing the local AIG plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Due to the smaller size of our district (there are eight schools total), faithful

implementation of the Plan is easily ensured. District directors are engaged in all schools almost daily, which supports consistency in implementation. Site administrators, as well as AIG teachers and other stakeholders (including parents) quickly and easily access central administration to locate information or ask questions about AIG Plan components (such as eligibility criteria) when any issues regarding program fidelity occur. District forms for implementing the program, along with strong communication between and among all stakeholders also supports consistent program implementation.

Soliciting feedback from our stakeholders will be continued on an on going basis, utilizing survey instructions and meetings. A major form of evaluation will be to assess if student growth is increasing. Our district employs local quarterly assessments that are aligned with state standards. These assessments will serve as a component of evaluation of the effectiveness of AIG program. Year to year and longitudinal data on state EOG tests will be analyzed to assess group and individual growth. This form of evaluation that focus on test scores analyzes parallels the state accountability model.

Planned Sources of Evidence: The AIG Plan and components (forms, procedures).
AIG student records.
Staff meeting agendas that include AIG Plan topics.

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The state AIG funding is insufficient to pay for all staff, materials and activities within the AIG program. The district utilizes local and other state funding sources to supplement and fully support implementation of the AIG Plan. The chief financial officer has responsibility for budget oversight, and collaborates with the curriculum director responsible for AIG services/programs to ensure staff are appropriate paid and all funds utilized in accordance with state legislation.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The state AIG funding is insufficient to pay for all staff, materials and activities within the AIG program. The district utilizes local and other state funding sources to supplement and fully support implementation of the AIG Plan. The chief financial officer has responsibility for budget oversight, and collaborates with the curriculum director responsible for AIG services/programs to ensure staff are appropriate paid and all funds utilized in accordance with state legislation.

Planned Sources of Evidence: ISIS finance/budget reports that include program report codes.
HRMS reports on staff and licenses.
Salary/payroll spreadsheets containing relevant budget codes.

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The 2010-13 version of this plan indicated a goal of coding all AIG students in NCWISE. That goal has been met. We are now able to track AIG students and run reports. The use of EVAAS data also allows us to determine academic growth for individuals and groups of students.

Goals: Disaggregate AIG student data across grades levels to be able to determine academic growth, dropout rate/number, etc.

Description: Ensure all students who are identified as AIG are coded as AIG in NCWISE (now Power School).

Planned Sources of Evidence: NCWISE/Power School AIG rosters or AIG head count rosters. Site-based quarterly academic assessment data (disaggregated). This includes formative and summative assessments, and grades, including EOC and EOG results. Discipline and dropout data (disaggregated).

Other Comments:

Practice E

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.

This practice is a Focused Practice for 2013-2016.

Rationale: Since Practice D has been addressed, representation and retention of students in under-represented populations can be monitored.

Goals: Monitor (improved numbers of) under-represented students, and also track their retention in the program, once identification procedures are modified and percentages of under-represented students reflect district demographic percentages.

Description: In order to monitor the representation and retention of under-represented AIG students, the district will collect and track AIG student numbers and demographic data. Then percentages will be calculated and reviewed (annually) to discern retention of under-represented students in the AIG program. If needed, analyze reasons why any student leaves the AIG program, and address causes with each site and relevant staff/students/parents.

Planned Sources of Evidence: AIG rosters (district and school), including demographic data. Comparison of rosters and demographic data across schools and longitudinally (annual and trend data).

Survey or interview information/data regarding reasons for students leaving the program.

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The MGSD Human Resources and Curriculum & Instruction directors work closely to maintain current data on all employees including those who serve AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The LEA has historically required that any teacher instructing AIG identified students have or obtain an AIG license. We will continue that policy during the implementation of this plan. In addition, teachers who instruct advanced placement (AP) courses, are required to be officially trained prior to being the teacher of record for AP courses.

Planned Sources of Evidence: Human Resources Management System data (personnel and license information).

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: While MGSD does involve parents at every level, there are no specific partnerships for AIG parents and families. All needs assessments conducted revealed this is an area in which we need to improve.

Goals: Create a APAC (AIG Parent Advisory Council) which includes a diverse group of parent leaders to meet 2-3 times per school year.

Description: During these meetings, members of the AIG Leadership Team will share information and support tools. This will also be a time for parent leaders to share their concerns and provide input regarding the AIG plan and program.

Planned Sources of Evidence: APAC Rosters
APAC Agendas & Minutes

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: All stakeholders were invited to participate in a needs assessment regarding the MGSD AIG plan and program. Information from those assessments was used to develop this plan.

Goals: Elicit on-going feedback from stakeholders.

Description: 1. Annual surveys of all stakeholders: students, parents, teachers, AIG teachers, and administrators
2. APAC (AIG Parent Advisory Council)
3. AIG Community Forums and meetings

Planned Sources of Evidence: Survey data on program quality and effectiveness.
Informal input on program quality and effectiveness via stakeholder meetings (particularly the advisory council).

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: This plan revised using the following tools:
Self-Assessment Tool - completed by AIG Teachers
Focus Groups - teachers in feeder pattern schools
Surveys - parent surveys
Surveys - teacher surveys
The AIG Leadership Team reviewed all data sources to develop the current plan update.

Goals: Review the AIG program at least annually, and make revisions based on a review of survey data, student achievement data, and input from the advisory group and any additional stakeholders.

Description: The initial step in monitoring and ensuring continuous improvement is to collect achievement and survey data.
Subsequently, these data must be presented to advisory group for analysis and discussion. Data patterns and significant results will be compared to the local Plan description and goals. Based on

these analyses and comparisons, the district staff may need to recommend and implement revisions to program based on input/data.

Planned Sources of Evidence: July 2013 AIG Plan.

Data collected and presented to advisory group (or selected participants until advisory group is formed and fully operational).

Minutes of recommendations for changes to program/plan from these review meetings.

Revised plan (components).

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: The data collected to write this plan will be published on the district website along with the revised plan, identification process flow chart, keynote presentation of the AIG plan, and additional resources.

Goals: Communicate needs assessment results with stakeholders.

Description: The

Planned Sources of Evidence: Links to the website Board minutes, AIG Plan, and review data/recommendations/modifications.

Hard copies of any and/or all of the above.

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Standard 1, Practice F, contains the Procedure to Disagree and Parents Rights descriptions/documents. These are sound (based on best practice as well as state mandates/policy) and are being maintained, although during Plan review they may be modified slightly to reflect current program practices and components. The Parents Rights description follows:

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Standard 1, Practice F, contains the Procedure to Disagree and Parents Rights descriptions/documents. These are sound (based on best practice as well as state mandates/policy) and are being maintained, although during Plan review they may be modified slightly to reflect current

program practices and components. The Parents Rights description follows:

YOUR RIGHTS AS A PARENT

Academically and intellectually gifted students are provided a free appropriate public education. This means that differentiated services are provided for the academically and intellectually gifted student (1) at no expense to the parent, (2) according to the guidelines of the North Carolina Department of Public Instruction and the district Academically and Intellectually Gifted Program, and (3) according to the student's Differentiated Education Plan (DEP).

Referral: When any person believes that a child is academically or intellectually gifted and may need differentiated educational services, that person should inform school personnel in writing the reason(s) for referring the child and complete the appropriate student checklist. The referral should include information about the student's characteristics and strengths that require differentiated services. A student must be enrolled in public school, and the referral should be given to the student's teacher or a school administrator.

Screening and Evaluation: After a child has been referred and in order to determine his/her need for differentiated services in the academically and intellectually gifted program, a screening process must be followed:

1. The parent must give written permission before any individual screening may be done.
2. A school-site team must review all referrals and make a recommendation for further evaluation.
3. Student eligibility for differentiated services will be determined by a school-site team trained to make appropriate recommendations for the individual student.

If the parent does not agree with the system's decision concerning eligibility, he/she has the right to obtain and submit results of an independent educational and/or intellectual evaluation. This evaluation must be given by a qualified examiner who is not employed by the education agency responsible for the student's education. Measures of intellectual aptitude and achievement are two of the criteria used in determining eligibility, and additional measures do not necessarily guarantee placement in the academically gifted program, although those results are considered. The school system is not responsible for paying for independent evaluations to determine student eligibility. The parent has the right to ask to meet with the school-site team to review the committee decision.

For students identified as academically and intellectually gifted, a differentiated education plan or program is written. Such a plan will include student strengths and the options considered by the school-site team as appropriate to the student's educational needs.

Placement is the end result of referral, evaluation, consideration of all criteria involved in giftedness, and the development of the DEP. The school system must ensure that placement is based on multiple indicators of giftedness and that options chosen are based on the needs of the students.

If a parent disagrees with any decision(s) of the school-site committee regarding referral, identification, or services, the following procedure will be followed:

1. The parent may request in writing a conference with the AIG School Review Team.
2. If the parent still disagrees with the committee decision, he/she may appeal the decision by making a written request to the Assistant Superintendent of Curriculum and Instruction within 30 days of the conference with the AIG School Review Team. The Assistant Superintendent will review the decision

of the team and grant a conference within ten (10) school days of the parental request and respond in writing within five (5) days of that conference.

3. If the disagreement is not resolved with the Assistant Superintendent's decision, the parent may request to have the decision reviewed by mediation. The parent may ask the school system to contact a mediator knowledgeable about the area of gifted education. The mediator selected will review the decision made by the school system and will render a decision within 30 days.

4. If mediation fails to resolve the disagreement satisfactorily, the parent may file a petition for a contested case hearing under the NC General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as an academically gifted student and (2) whether the local plan has been implemented appropriately.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Planned Sources of Evidence: AIG Parents' Rights document.

AIG forms documenting procedures, placement decisions and service.

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Plan Board Update FINAL.pdf (*Local Board Approval Document*)