

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

Approved by local Board of Education on: 26-JUN-13

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Mount Airy 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, Mount Airy City Schools local AIG plan is as follows:

Mount Airy City Schools Vision for local AIG program: Mount Airy City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, July 2009). 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 expectation 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 transition to the new AIG Program Standards, every LEA 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 2013-2016, Mount Airy City Schools local AIG plan is as follows:

Mount Airy City Schools Vision for local AIG program: All Mount Airy City Schools students will think critically, innovatively solve problems, and be responsible citizens and confident leaders with a

8/8/2013

passion for learning.

MISSION OF THE MOUNT AIRY CITY SCHOOLS

The mission of the Mount Airy City Schools is to deliver a superior curriculum that establishes a foundation of knowledge and empowers students to choose their future and experience success. We will provide a safe, supportive, and stimulating learning environment that motivates and develops the confidence and persistence necessary for students to meet the challenges of education, work, and life.

VISION FOR THE AIG PLAN

Incorporating the mission of Mount Airy City Schools, our vision is to plan and to implement an instructional program to serve students who are identified as academically and intellectually gifted and to nurture students who have the potential for giftedness but who are not presently achieving at that level.

Students will master skills in academic studies at an appropriate pace and depth, develop challenging attitudes toward learning, and investigate themes that frame the external world in an environment that encourages divergent thinking. Teachers will continue to receive training in the identification of challenging strategies to deliver the appropriate curriculum.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$179761.00	\$5970.00	\$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: Mount Airy City Schools provides various avenues of information on screening, referral, and identification for all grade levels. Language translations are in development. Stakeholder surveys have been developed and given. Present concerns are the limited involvement of stakeholders in returning surveys and the current process of referral in the middle and high schools.

Goals: Stakeholder survey

Language translation

LEA Self-Assessment Tool

Standardized Evaluation Tool for Identification

Description: The AIG Advisory Council, led by the school AIG Contacts, as well as the AIG teachers will oversee the annual second through fifth grade screening process and will make necessary decisions regarding the program and its participants. The middle school screening process will be developed and implemented based on school improvement team discussion. Each school will develop an AIG School Council as determined by the principal, school counselor, and selected staff. A formal student search will be conducted annually in grades 2-8 based upon student data. The AIG Council will review test data from the system selection IQ test and the North Carolina state assessment program (EOGs, EOCs, writing tests, and research-based inventories) from the initial pool and others identified throughout the year. Classroom teachers will nominate additional students for the pool. Parents, students and/or other teachers may also submit nominations. Based on the collected information, curriculum delivery will be differentiated and tiered based on student results. The Council will recommend differentiated services for eligible students and will match specific criteria to appropriate service delivery options. Multiple criteria will be considered, however, a single piece of information will not prevent a student from being considered for services appropriate for his/her situation.

Any student with an EOG Level 4 who does not meet criteria for services must receive an individual plan to respond to his/her demonstrated potential. A Differentiated Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP) will be developed for each student.

Education plans will be discussed with parents before a final decision is made on the appropriate learning environment. Parents will meet with the AIG teachers and the individual(s) who will provide any other primary services to sign a consent form before the student is served in the selected learning environment. The AIG teachers, in conjunction with the Council, will oversee an annual review of students' progress.

Identified AIG students who transfer into the MACS, during elementary and middle school years, will be temporarily placed in a similar learning environment for up to forty-five days. When paperwork is received, the Council will meet with parents and teachers to place the student in the most appropriate learning environment. If the student's criteria does not qualify the student for AIG placement, the student is listed as AIG "Resource Support." The AIG teachers will continue to check the student's criteria to see if the student can place at a later date. Placement into Honors and Advanced Placement in the high school level for transfer students will be based upon review of transcripts, counselor and student discussion, parent desires, and course alignment with student four year plan.

Planned Sources of Evidence: PLC Meetings, AIG Plan, Middle School Synopsis, Parent Conferences, Student Aptitude/ IQ test, Student Achievement EOG/EOC scores, AIG Links, teacher and/or parent letters, Teacher Gifted Inventory Scale, Student performance, Student Eligibility and Placement Record, portfolios, student work samples, Individual Student AIG Folders, student indicators, AIG link on Mount Airy City Schools webpage, and AIG brochure.

Other Comments: Ideas of Strengthening: Stakeholder Survey, Language translation for AIG plan, brochure, and COG AT letter are in process. Create a link to the Mount Airy City Schools website and AIG plan. The Mount Airy City Schools have developed stakeholders' surveys to facilitate changes in this AIG plan. We plan to continue research of other IQ tests such as TONI to initiate nonverbal testing for non-English speaking students.

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 Focused Practice for 2013-2016.

Rationale: Multiple criteria is used to measure student aptitude (highest scores or top ten percent of our local population), student achievement (Level 4 on EOG/EOC or grades at 93 or higher), and potential (multiple criteria including, but not exclusive to, check lists, portfolios, and teacher/parent/student recommendations). These measures worked in past years evidenced by 18% identified AIG population for our system. (2010-2013 AIG Plan) During the school year 2013-2014, such criteria as Benchmark End-of-Year scores, Lexile levels, and M-Class will be utilized to place AIG students instead of North Carolina End-of-Grade Assessments.

Goals: The AIG teachers will continue to evaluate identification procedures and serve the highest performing academic students.

The AIG teachers will continue to share this data with administration, principals, and teachers to ensure that high performing and intellectually gifted students are served.

Description: While students who demonstrate characteristics of giftedness will be served in the primary school, the formal screening process will occur at the beginning of grade three. A pool of students will be formed from which academically and intellectually gifted students can be identified.

Both objective and subjective indicators will be used. Objective indicators will include the system selection IQ Test given in the fall of the third grade year and the EOG tests in math and reading given in the spring of the third grade year. Subjective indicators include grades, inventories and teacher and parent referrals. The goal with the pool is to "screen in" rather than exclude. Areas to be considered are the following:

Student Aptitude:

As indicated by group system selection of IQ Tests given to all students in the fall of the third grade and by individual psychological assessments

OR

Student Achievement:

As measured by EOG tests, EOC tests, Benchmark testing, Lexile scores, and standardized achievement tests

OR

Student Performance:

As demonstrated by grades, portfolios, projects and other work samples

OR

Student Interest and Motivation:

As indicated by various indicators, including oral and written testimonials from teachers, parents, peers, and the student; samples of student work; and teacher inventories.

Planned Sources of Evidence: The AIG teachers will provide a copy of the COG AT IQ Tests third grade group scores relate to third grade AIG identification. The AIG Coordinator will provide notes from the administrative, principals, and teachers meetings. The AIG Coordinator will provide agendas from the AIG Revision Team meetings noting changes made in criteria for the 2013-2016 AIG Plan. Any changes in criteria will be listed in the 2013-2016 Plan.

Other Comments: Ideas of Strengthening: The AIG teachers will continue to evaluate and revise identification procedures and serve the highest performing academic students. The Mount Airy City Schools has conferred with the other systems in the region and researched which IQ test to use; as a result Mount Airy City Schools decided to use the COG AT IQ test in the Fall of 2012. In addition, the school psychologist has given individual psychological assessments when requested. Mount Airy City Schools is presently researching which nonverbal assessment tool we can use to evaluate diverse population placement in the AIG program.

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 Focused Practice for 2013-2016.

Rationale: We now use the COG AT as our standardized screening system. Currently, we need a nonverbal assessment tool like TONI to meet the needs of our diverse population.

Goals: To research and select appropriate testing resources. Some resources our district is considering include Nagliari, Ravens Progressive Matrices, TONI (Test of Nonverbal Intelligence), Cornell Critical Thinking Test, GRS, NNAT2, Iowa Test of Basic Skills and MAT.

Description: In the fall of their third grade year, students are mass tested regarding their IQ. The COG AT is the current resource. From collaborating with other AIG professionals, Mount Airy City Schools is working on acquiring new standardized screening tests that will better meet the needs of diverse students. Mount Airy City Schools is working toward providing more nonverbal intelligence tests that will help identify those students who are underrepresented groups as well as multiple intelligences.

Planned Sources of Evidence: Various testing systems beyond aptitude tests and EOGs. Input from guidance and school psychologist.

Other Comments: Evaluate instrument data to determine appropriated placement.

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although the Mount Airy City Schools AIG demographics are not representative of our LEA demographics, our future endeavor is that every student is seen as gifted, and we simply strive to grow each student's giftedness.

Goals: Our goal is to move toward the notion of pushing students "in" to their academic potential rather than pulling them "out" as a separate entity. While the highly gifted may require some form of individualized instruction, the bulk of the population will work toward this "push in" method.

Description: While we have a large number of Hispanic students, less than one percent of our AIG population is represented by this subgroup. We feel that by revising our screening procedures as well as our identification procedures, that we may be able to increase our diverse learners. While we are adept in referring students of all underrepresented populations, our screening and identification procedures will be a major focus in the upcoming year. Various nonverbal testing systems beyond EOG and aptitude need to be evaluated.

Planned Sources of Evidence: AIG demographics are not equal to school demographics, Student AIG records, screening, referral and identification records

Other Comments: Ideas of Strengthening: Utilizing ESL staff as a primary resource

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: Consistency is an advantage of a small system. Mount Airy City Schools has one primary, one intermediate, middle, and high school. Screening, referral, and identification processes are based upon the needs of the school. Screening is on-going at all grade levels with multiple points of entry all year long. There is a broad based pool of students for identification. The processes are clear and comprehensive to all involved. The AIG Coordinator initiates and follows through to the end result of the screening, referral, and identification processes at all schools. The AIG coordinator also keeps records on the screening, referral, and identification processes at each school. The primary school participates in the screening, referral, and identification process through inventories and a variety of academic assessments. This school focuses on nurturing all students through the use of differentiation.

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

Description: The AIG Advisory Council, led by the school AIG contacts, as well as the AIG teachers will oversee the annual screening process and will make necessary decisions regarding the program and its participants. Each school Council will include the curriculum facilitators, the principal, the guidance counselor and selected teachers. A formal student search will be conducted annually. The AIG teachers will review test data from the system selection of IQ Tests and the North Carolina state assessment program (EOGs, EOCs, writing tests, teacher inventories and open-ended tests) from the initial pool. Classroom teachers will nominate additional students for the pool. Parents, students and/or other teachers may also submit nominations. Based on the collected information, students will either be recommended for differentiated services, not recommended for differentiated services, or recommended for further testing. The Council will recommend differentiated services for eligible students and will match specific criteria to appropriate service delivery options. Multiple criteria will be considered, however, a single piece of information will not prevent a student from being considered for services appropriate for his/her situation.

Any student with an EOG Level 4 who does not meet criteria for services must receive an individual plan to respond to his/her demonstrated potential. A Differentiated Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP) will be developed for each student.

Education plans will be discussed with parents before a final decision is made on the appropriate learning environment. Parents will meet with the AIG teachers and the individual(s) who will provide any other primary services to sign a consent form before the student is served in the selected learning environment. The AIG teachers, in conjunction with the Council, will oversee an annual review of students' progress.

Identified AIG students who transfer into the MACS will be temporarily placed in a similar learning environment for up to forty-five days. When paperwork is received, the Council will meet with parents

and teachers to place the student in the most appropriate learning environment. If the student's criteria does not qualify the student for AIG placement, the student is listed as AIG "Resource Support." The AIG teachers will continue to check the student's criteria to see if the student can place at a later date. The student will also receive resource support from the AIG teachers as long as the student remains in Mount Airy City Schools. The student is listed as "Resource Support" on AIG student lists, but is not counted on the headcount.

Planned Sources of Evidence: Grade level transition meetings, implement AIG plan to fidelity, educate stakeholders through PLC, staff meetings, email communications

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 Focused Practice for 2013-2016.

Rationale: We have created a "Parents Due Process Procedures Regarding Academically or Intellectually Gifted Identification and Services Decisions".

AIG teachers at each school will maintain files that involve consent for identification and placement.

There is a need for more fluid and consistent reassessment procedures as well as procedures for transfers from other LEAs.

Goals: Have transfer students placed on a probation period and create IDEP for reassessment. Reassess AIG students through annual review of DEP. Assess AIG program through the use of the Annual AIG Performance Review.

Description: Mount Airy City Schools will work in the AIG Advisory Council to determine the new procedures for transfers from other LEAs. Currently, we simply place them in an AIG environment for forty-five days and then reevaluate student achievement. The Council will also work on new procedures for reassessment of current AIG students.

Planned Sources of Evidence: 2013-2016 Plan, Current Procedures, Annual AIG Performance Review, review of DEP grades K-12, Parent's Annual Due Process Procedures

Other Comments: Ideas of Strengthening: Create new procedures to be in place for reassessment of current AIG students as well as transfers from other LEAs. Provide parents with a copy of the Due Process Procedures. AIG performance review and the review of DEPs will be conducted at all schools in the system through an AIG checklist.

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: Because academically and intellectually gifted children can comprehend and apply curriculum at a faster pace, plans must be in place that assures them of additional time for in-depth study and dealing with complex curricular themes and issues. Curriculum modifications must directly address the academic content areas in which the student's strengths are identified. The NCSCOS will be adhered to and further adapted to instruction that will be delivered at a level commensurate with ability and performance.

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

Description: MACS AIG program provides K-12 differentiation in all areas to align with NC's accountability and growth. It goes beyond the NCSCOS to develop challenging levels of divergent thinking. The differentiated instructional placement is based on the assessment of the student's affective and academic needs. Multiple program options address varied student needs. Context level and instructional strategies match student needs along with the appropriate learning environment.

An important goal is to establish a balanced program that weighs both academic enhancement and interest development. Currently we assess the affective needs for differentiated instruction in the following ways: A) observation of skills mastered, b) pretests in reading and math c) teacher observations during and after school, d) student/parent interest through student inventories, and e) common formative assessments. Academically, we provide opportunities for enrichment, acceleration, and the development of critical and creative thought. Students become skillful in using higher-level skills and processes to solve problems and make decisions. They develop the habits of mind they need to be successful, responsible citizens and independent, life-long learners. They learn to work well with others, both as leaders and followers. As they develop in these areas, students have opportunities to mature in areas of special interest and talent. Strategies and settings vary according to individual learning needs, social needs, and developmental needs.

Appropriate service delivery involves grouping according to student needs. The NCSCOS requires all students to think at a higher level and requires all instruction to be differentiated. The NCSCOS is rigorous and requires all students to think creatively and critically.

Implementing and maintaining a solid, challenging AIG program requires the joint efforts of classroom teachers, the AIG teachers, the AIG Coordinator, school counselors, media specialists, Curriculum

Coordinator, Career Development Coordinator, and the administration. The regular classroom offers in-class grouping arrangements and differentiation strategies to tailor instruction to all students and in-class adaptations to accommodate students displaying academic skills in specific areas. AIG provides an enrichment program for K-5 students who show outstanding abilities in a number of academic areas.

Planned Sources of Evidence: Pacing guides, curriculum maps, transition meetings, PLC meetings

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 Focused Practice for 2013-2016.

Rationale: Because AIG students require an array of diverse and effective instructional practices K-12, instruction should be based on student needs. The needs of high achieving and advanced students vary widely requiring options that reflect the diversity.

Goals: The majority of gifted students will be listed on the DEP with applicable options, while more specific needs are addressed on the IDEP. Program learning options to address a range of learning needs include the environment, method of content modification, and special programs that enhance learning. Mount Airy City Schools are improving the differentiated education plan so that it reflects the AIG academic environment with Common Core content modifications, as well as the enrichment content which also includes special programs and competitions.

Description: AIG provides enrichment in all subjects for identified student in grades 3-5. The 6-8 programs anticipate the inclusion of all classes, both core and encore, regarding differentiation based upon decisions made at the SIT level. Grades 9-12 have a DEP that should coincide with their career plan. MACS offers online classes to expand the curriculum for high school students in addition to more challenging content areas. The career plans and schedules of 9-12 students must be monitored carefully to ensure that AIG students are taking challenge level courses. The Career Development Coordinator needs to carefully monitor the DEPs as well as attach them to the Career Plan with the guidance of the AIG Coordinator ensuring that AIG high school students take challenge level courses. The middle school and high school guidance counselors should keep historical data on the course selection and success of honors/AP and AIG students.

Planned Sources of Evidence: Newly developed DEP

Surry Comm. College/Early College

Honor/AP Classes

Clubs

Robotics

Duke TIP

Contest Competitions

School of Math and Science

Curriculum Maps
Differentiated Units
Junior Great Books
AIG Developed lesson plans on AIG Wiki
SIT decisions at the middle school level

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: Meaningful staff development experiences are a powerful factor when determining student success. Tomlinson and Allen (2000) provide studies that support a rationale for high-quality professional development because it can produce thinking to guide actions in the teaching of gifted students.

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

Description: Options applicable to the majority of gifted students are listed on the DEP, while more specific needs are addressed on the IDEP. Program learning options to address a range of learning needs include the environment, method of content modification, and special programs that enhance learning. Instructional placement criteria are established for a range of learning needs. MACS provides, but is not limited to, the following:

LEARNING ENVIRONMENTS:

Flexible grouping
Cluster grouping
Enrichment program
Subject skipping (course acceleration)
Grade skipping
Ability grouping within a team
Acceleration by subject Cross Grade Enrollment
Resource grouping

CONTENT MODIFICATIONS:

Advanced reading
Advanced mathematics
Curriculum advancement
Differentiated units and projects
Curriculum compacting
Individualized program
Interactive technology
Thematic or integrated units

Reading Counts
Computer Based projects
Authentic assessments

SPECIAL PROGRAMS:

Interest-based enrichment
Manipulative Based Learning
Newspaper
Literature Circles
Robotics
Mental Math Processing
Career fairs
Independent study
Specific enrichment programs
Small group investigations
Junior Great Books
Fine Arts activities
Seminars
Problem based learning
Math competitions
Contests/Competitions
Presidential Academic Fitness (Grade 5)
Clubs
Spelling Bee
Science fairs
Odyssey of the Mind

Planned Sources of Evidence: DEP, differentiated units, Common Core curriculum maps, AIG professional development, lesson plans, PLC minutes, enrichment classes, Duke TIP resource sessions for teachers and parents

Other Comments:

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 Focused Practice for 2013-2016.

Rationale: Mount Airy City Schools is in the process of providing 21st Century Technology to our school system such as computers, SmartBoards, MacBooks, iPads, and iPod touch. As these tools are being utilized in the regular classroom to build basic skills, the AIG teachers are working to

provide advanced levels of performance. Much of the 21st Century content (high level content, thinking skills, problem solving, challenging research contexts, creativity, innovation, global contexts, leadership, ethics, accountability, self-direction and social responsibility) has long been a mainstay of the AIG program 4- 8. We now need to focus on those grade levels that have not been included in the past.

Goals: Implementation of "The Leader in Me" program at K - 5 level.

Continued professional development in new technology

Continued professional development in differentiation

Continued PLCs in all schools

System wide professional development for 21st century AIG enhancement

One to One computers for all sixth graders with a focus on Google docs

Description: As AIG and classroom teachers at MACS work to provide differentiated learning experiences for AIG students, they plan and implement research-based approaches to content, process, and product modification to fit the students' interest, ability levels, readiness, and educational needs. Teachers are knowledgeable about and they provide to students, resources that differentiate learning opportunities which engage students' learning modalities, peak student interest, pace rates of instructing, and provide a range of content complexity. MACS teachers match instruction to the competence level of the student using supplementary materials. Also, teachers use the research-based supplemental resources to individualize instruction matching the achievements, interest, and abilities of the AIG students to teaching strategies and methods. Gifted students receive multiple approaches to curricular modifications and an appropriate curricular experience. Student interests, abilities, and learning styles support a continuum of curricular options, instructional methods, and resource materials based on current gifted research.

We continue to build on the 2010 - 2013 plan as we go forward with the 2013-2016 plan, implementing the former staff development opportunities. The AIG Coordinator provides materials, guidance, and workshops on differentiation. The AIG Coordinator informs and encourages teachers to participate in gifted education opportunities offered by local universities, other school systems, and the North Carolina Association of Gifted and Talented.

Planned Sources of Evidence: Supplemental resources: Thinking Maps, Classcape, Reading Counts, Math League, Continental Math League, Junior Great Books, Jacob's Ladder, Zacarro's Challenge Math, Ceasar's Vocabulary, Backward Design, Balanced Literacy, Letterland, Envisions and Investigations, Accelerated Math Concepts. In addition, Twitter, Robotics, Facebook, Ipads, monthly inservice on use of MacBooks and Ipods with Mount Airy City Schools Technology Specialists, One to One computer implementation in sixth grade, AIG differentiation workshops for all staff, and continued development of "The Leader in Me" program for Mt. Airy City Schools.

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Methods for assessing student attainment are a basic element needed in any AIG program. Student achievement follows an intense focus on high-quality curriculum and instruction. On-going assessments give teachers and administrators, as well as students and parents, a key to where focus is needed in the curriculum or instruction. Marzano (2003) suggests that a guaranteed and viable curriculum is the most powerful factor affecting student achievement. It is reasonable that if on-going assessments are showing achievement then a purposeful curriculum is in place for the students. If assessments aren't showing growth, the curriculum or instruction may need adjustment.

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

Description: Assessment is a key component of any curriculum and this rings true with Mount Airy City Schools and the AIG program. Teachers use pretests, surveys, portfolios, common assessments, biannual benchmarks and inventories to make curriculum and instructional decisions. Curriculum compacting, tiered assessments, authentic assessments and flexible grouping are strategies planned from assessment results. ClassScape is a successfully used program in MACS. ClassScape is an assessment tool for reading and mathematics. Grades 3-12 are in their second year of ClassScape use with related success. The AIG Coordinator notes from collected data that ClassScape scores are closely related to EOG scores and that ClassScape practice improves EOG scores.

MACS is a data driven school system. The Curriculum Coordinator meets with all teachers to discuss the results of EOG/EOC testing. Teachers use the data to develop their instruction, crafting to meet student needs. This includes differentiating instruction to meet the needs of gifted learners. Mount Airy City Schools see the benefits of their hard work with consistently high scores on EOG/EOC testing as evidenced by the School Report Card from NCDPI. As stated earlier from Marzano (2003), a guaranteed and viable curriculum is the most powerful factor affecting student achievement. When Mount Airy City Schools students from the AIG program are assessed, they perform well. On-going assessment allows teachers to differentiate curriculum and instruction to support student needs and in return students are successful.

Planned Sources of Evidence: ClassScape, Common Assessments, EVAAS, EOG mastery, formative assessments, tiered assignments, EOG Common Core review materials, NC FALCON modules, mClass, Accelerated Math, APEX learning

Other Comments: Ideas of Strengthening:
Continued professional development

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: Gifted learners have a varied and wide range of guidance needs. The youngest learners are frustrated when age peers do not learn quickly or teachers do not provide them with challenging work (Kerr, 1991). Often their development is uneven with academic skills. Parents and teachers

may also become frustrated with the young student's independence at an early age. Research indicates that the gifted student can be far more intense than the average student (Piechowski, 1997). Older students need assistance with their choices for social activity, education and careers. Gifted learners can develop problems with their educational needs when their social and emotional needs are not recognized and addressed. The needs must be addressed in a systemic way to promote talent, maximize learning, and secure positive adjustment.

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

Description: Mount Airy City Schools realizes that gifted students have a variety of social and emotional learning needs that must be met to secure their adjustment and maximize their potential. The school curriculum provides them with academic challenge and flexible pacing. Culture, socio-economic status, and gender needs must be more specifically addressed. Mount Airy City Schools provides in-classroom guidance activities that promote the seven highly effective habits (The Leader in Me), along with individual and family counseling. Teachers and guidance counselors work together to meet the needs of all students. Interventions are in place to reverse patterns of underachievement. Mount Airy City Schools provides conference days for all parents and students to discuss goals for improvement. In addition, students and parents are contacted for conferences as needed. When a teacher observes student underachievement, a parent meeting is held to address the issue. Administration and all other personnel involved are included in the process. The AIG plan for 2010-2013 provided goals to address the conflicts that high-potential students face when their achievement is not valued by mainstream culture. The 2013-2016 plan will continue to foster social and emotional needs of the AIG students.

The AIG Coordinator works with the guidance at all school levels to ensure that appropriate services are provided for gifted students. The AIG Coordinator keeps an information file on summer enrichment and informs parents and students about various opportunities. Letters are sent to parents informing them about the Duke TIP program for fourth and fifth graders. The counselor keeps an information file on enrichment opportunities for the middle and high school level students. The AIG website that has been developed for Mount Airy City Schools provides a link for all AIG students for summer enrichment and opportunities. The counselor and the AIG Coordinator work together to initiate the plans for and to begin the recommendation process for Governor's School. The social and emotional needs of gifted learners from special populations are individually addressed by the classroom teachers, resource teachers, and counselors. They are also addressed at the PLC meetings. This opportunity gives all areas a chance to communicate and problem solve together for the benefit of varied student populations. Educational options that are provided in regular education for students are also provided and adhered to for the AIG students. Careful attention is given to the scope and sequence of the curriculum opportunities for each student providing individual plans that are designed to meet each student's needs.

Planned Sources of Evidence: Fieldtrips, afterschool programs, middle school clubs, high school clubs, parent nights, newsletters, monthly social outings, service options, guidance counseling and career planning, AIG website on Mount Airy City Schools website

Other Comments:

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: Gifted Learners have a varied and wide range of guidance needs. The youngest learners are frustrated when age peers do not learn quickly or teachers do not provide them with challenging work (Kerr, 1991). Often their development is uneven with academic skills. Parents and teachers may also become frustrated with the young student's independence at an early age. Research indicates that the gifted student can be far more intense than the average student (Piechowski, 1997). For these reasons, Mount Airy City Schools has a nurturing program for the primary school, and an enrichment program has been initiated for alternating three week cycles to provide enrichment in the AIG resource room for third graders.

Goals: The K-3 visited successful nurturing programs in 2010-2011.

The K-3 made notes of best practices.

The K-3 and AIG Coordinator met to discuss above mentioned notes and make plans for a nurturing program.

A new nurturing program was established at the primary school in 2010-2013 and will continue.

Identified third graders are provided with an enrichment program with the AIG teacher.

Description: Giftedness often manifests itself at an early age, and if not identified and nurtured may not develop fully or may not develop at all. Certainly, students with culture, socio-economic, and gender needs are most at risk of not developing fully or not developing at all. K-3 teachers visited in 2010-2011, making notes on positive observations and best practices. These notes were shared in a committee of the K-3 teachers, principal and AIG Coordinator. From the meetings a decision was made to put a new nurturing program in place at Tharrington in 2012-2013, and a third grade enrichment program at Jones.

Planned Sources of Evidence: Lesson plans, mClass, Assessing Math Concepts, grades, test results, teacher recommendations, notes of K-3 teachers and AIG Coordinator, plan for nurturing program,

Goals for improvement: Research and develop more strategies at K-2 level.

Other Comments: Ideas of Strengthening: Consistently utilize Fountas and Pinnell program during differentiated instruction, William and Mary research regarding Jacob's Ladder program, and Renzulli's Learning Program. Staff development will be based on both Renzulli's model and Tomlinson's model. The Duke TIP sessions will also continue.

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 Maintained Practice for 2013-2016.

Rationale: Collaboration among AIG personnel and all other professional staff can only strengthen all programs. The goals of all programs can be reached by working together. Rich content, regular expectations for critical and creative thinking, development of meaningful products, establishing expectations for high quality, and hard work are goals shared by both sets of educators (Tomlinson et al., 1996). All parties will learn from each other with students being the benefactors. The AIG vision states that the Mount Airy City Schools AIG plan will embody and will be embodied by the system's Strategic Plan and the schools' School Improvement Plan. All personnel must collaborate to make Mount Airy City Schools' vision for AIG come to fruition. The AIG program and ideas are integrated into the total school program rather than operating as a separate entity.

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

Description: All MACS personnel work closely to develop and implement differentiated curriculum and instruction for all students. The CIA Council meets monthly which is led by the Curriculum Coordinator. At these meetings, the AIG teacher shares pertinent information regarding differentiation. Problems from all departments are solved together. Innovative ideas for curriculum come from teachers and administrators interacting at the CIA meetings. The AIG staff at the intermediate level and middle school level meet regularly in their PLC groups to discuss any data or content issues. The AIG Coordinator attends Leadership Team meetings as needed.

Planned Sources of Evidence: PLC, Transition Meetings, NCDPI AIG Wiki, School Fusion

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: Mt. Airy City Schools have updated their DEP to meet the following needs: NCSCOS which is comprised of the Common Core and Essential Standards, academic needs, social needs, emotional needs, enrichment potential, and other additional activities (i.e. clubs and contests).

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

Description: This new DEP recognizes the philosophy that all students are gifted and our job is to grow their giftedness. The DEP is divided into four sections: academic environment, enrichment content, core content modifications, and special programs.

Planned Sources of Evidence: PLC, Transition Meetings, State WIKI, School Fusion, MACS DEP Service Program

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: Our Curriculum Coordinator will oversee our AIG program for K-12.

Goals: Our new Curriculum Coordinator will be implementing a variety of changes in all areas of the AIG program. Our goal, as a school system, is to view all students as gifted and for educators to help foster that growth.

Description: MACS provides and will continue to provide an AIG-licensed educator to guide, plan, develop, implement, revise, and monitor the local AIG program. The personnel responsibilities and AIG license requirement have been in the MACS AIG Plan since 1997. It is listed as follows:

- Oversee the implementation of MACS 13-12 AIG program
- Serve as head of AIG Committee
- Evaluate the effectiveness and appropriateness of the AIG program
- Assist in the development of appropriate curriculum for the gifted
- Serve as a resource to AIG students and their teachers and parents
- Develop and disseminate appropriate curricular material
- Expand options for AIG students
- Develop and maintain communication with parents
- Establish and instruct in a challenging pull-out program
- Coordinate the AIG program to ensure the program works effectively with classroom teachers' schedules
- Work with the Curriculum Director to plan staff development for teachers working with academically and/or intellectually gifted students
- Work with community colleges to provide appropriate acceleration and dual enrollment
- Monitor the high school DEPs attached to the four year plan

Planned Sources of Evidence: Licensed Teachers, Personnel roles/responsibilities

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 Focused Practice for 2013-2016.

Rationale: The most powerful reason for an intense focus on high-quality academic and intellectual tasks is student achievement. If the A.I.G. specialists are engaged exclusively in tasks with gifted students, it contributes to student achievement (Marzano, 2003). AIG specialists must be able to focus on the academic and intellectual development of AIG students and their social and emotional needs. Time to plan and implement instruction is essential. There has been an increased collaboration with support personnel to address the social and emotional needs of the AIG population.

Goals: Include guidance and inform other support staff on Advisory Council.

AIG specialists are engaged in tasks which explicitly address the academic and intellectual needs of gifted learners.

AIG specialists are engaged in tasks which explicitly address the social and emotional needs of gifted learners.

PAGE chapter be formed in the Mount Airy City Schools.

Continue to provide school-wide opportunities that enhance the academic, intellectual, social, and emotional needs of gifted learners.

Description: AIG specialists will focus on meeting the academic and intellectual needs of gifted learners. Research-based materials including Jacob's Ladder, Junior Great Books and ClassScape will be used. AIG teachers in our LEA explicitly address the various needs of AIG students in the following ways: a) technology enrichment with iPods and MacBook software, b) differentiated grouping within the AIG class, c) Hip-Hop Poetry units, d) Media Literacy units, e) Washington DC field trip, f) confessions of a 7th grader writing project. The AIG Coordinator provides materials, guidance, and workshops on differentiation. The Curriculum Coordinators provide materials, guidance, and workshops. Resource Team meetings provide instructional support from the Curriculum Coordinator as well as the AIG Coordinator and other resource teachers. AIG specialists will equally focus on meeting the social and emotional needs of gifted learners. School guidance counselors will aid the AIG specialists in providing support for students' social/emotional needs by the following:

Participate in staff development sessions on characteristics of gifted students, such as the Duke T.I.P. inservice on the characteristics of the gifted and talented.

Provide counseling services to support the special needs of the gifted population including academic needs, social/emotional needs, and career counseling

Define and communicate the available support services to all students and parents through newly revised brochure.

Provide specialized services as needed, being especially cognizant of AIG students with unique needs

Assist with the testing program as needed, as well as elicit the help of the school psychologist.

Inform AIG students about special opportunities suited to individual interests and talents.

Create and/or review the DEPs and attach to the four-year academic plans

Planned Sources of Evidence: Clubs and Contests/Competitions (Robotics, Legos, Odyssey of the Mind, Show Choir, Thinking Cap Quizbowl), NCAGT Conference, school-wide talent shows and showcases, monthly social outings

Other Comments: Ideas for Strengthening: Use guidance and other staff as a support system

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: All staff involved with the growth of the gifted population will be required to participate in ongoing staff development regarding AIG best practices.

Goals: Requires staff development for training all staff to work with AIG students
Provide funds and resources for current AIG specialists to receive up to date training
To inform staff regarding AIG licensure opportunities
To make available membership to NCAGT
Goals for Improvement: Determine professional development based on surveys of stakeholders.

Description: MACS has provided differentiated instruction inservice, professional development opportunities at PTEC, access to research-based learning provided by universities and the NCAGT annual state convention; however, AIG specialists, regular education and guidance support need to be consistently offered more training regarding the needs of the AIG student. We need, however to create a consistent plan which provides all staff with professional development regarding the various needs of gifted students.

Planned Sources of Evidence: Differentiated staff development K-12, EVAAS, future stakeholder survey

Other Comments: Ideas of Strengthening: Create survey for stakeholders, provide more AIG staff development for all staff

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: MACS will provide all students with an environment that fosters the growth of giftedness. This educational environment will be facilitated by the leadership of a teacher who has met the LEA's professional development requirements for the position. The SIT at the middle school level will examine the notion of nearly 20 staff members receiving AIG add-on licensure. Our students are our focus, and we are here to provide them with the opportunity for growth in all areas.

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

Description: MACS AIG students are consistently placed in classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

Planned Sources of Evidence: Highly Qualified Teachers

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: MACS will provide up to date professional development which aligns with the system's goals and initiatives. The primary goal of the system is to promote the belief that all students are gifted and we, as educators, merely need to help grow that giftedness. With that goal, professional development, therefore, should be offered to all staff involved in the growth of our students.

Goals: Requires staff development for training all staff to work with AIG students
Provide funds and resources for current AIG specialists to receive up to date training
To inform staff regarding AIG licensure opportunities
To make available membership to NCAGT
Goals for Improvement: Determine professional development based on surveys of stakeholders.
Align PD with goals and district initiatives.

Description: MACS has provided differentiated instruction in-service, professional development opportunities at PTEC, access to research-based learning provided by universities and the NCAGT annual state convention; however, AIG specialists, regular education and guidance support need to be consistently offered more training regarding the needs of the AIG student. We need, however to create a consistent plan which provides all staff with professional development regarding the various needs of gifted students.

Planned Sources of Evidence: Differentiated staff development K-12, EVAAS, stakeholder survey, AIG PLC meetings, documentation of professional development

Other Comments: Ideas of Strengthening: Create survey for stakeholders, provide more AIG staff development for all staff, review alignment of PD with goals and initiative

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 Focused Practice for 2013-2016.

Rationale: Professional development is an ongoing cyclical process (Dettmer, 1986). "School staff

members enter and exit the enduring cycle of professional development activity based on previous knowledge and experience and the need for information as it relates to their professional role in the education of students" (Landrum, Callahan, and Shaklee, 2001). Effective professional development aligns with state and/or national teaching standards. It should encourage 21st century skills and content at advanced levels.

Goals: The Curriculum Coordinator and AIG teachers will work to align professional development with the AIG program goals. The same group will work to align professional development with state and/or national teaching standards.

Description: MACS will provide all staff with professional development that involves the best practices in differentiation. Staff will have opportunities for round table discussions at the local and state level, as well as attending state conferences regarding AIG. A.I.G. resources include the NCAAGT Annual conference, AIG Wiki, Regional Roundtable Meetings, AIG Webinars, AIG Curriculum Instruction meetings.

Planned Sources of Evidence: The documentation of all professional development listed above in the description.

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 Focused Practice for 2013-2016.

Rationale: MACS will require all staff members to participate in content PLCs as well as grade level PLCs. PLCs will have a specific protocol for each meeting. One aspect will, of course, be addressing AIG needs and assessments.

Goals: Allow sharing sessions among all staff regarding AIG program
Continue to provide ample planning time for PLCs

Description: MACS provides planning time for all teachers. There are also many avenues for teachers and AIG specialists to plan together. Elementary and middle school teachers have team meetings while the high school has departmental meetings. Each school has scheduled Professional Learning Communities as well as Curriculum and Instruction Advisory Councils. School Improvement Teams (SIT) at each school provide yet another avenue to plan, implement, and refine. Requirements for Technology and AIG Plans do the same, pulling together personnel from all three schools and the administration. The CIA team is led by the Curriculum Coordinator. Again, all schools plus administration come together for the most current information on professional development, best practice, data sharing, and assessment needs. The AIG Advisory Council will meet on an as needed basis to review and revise any areas of the plan.

Planned Sources of Evidence: PLC minutes, teacher schedules, agenda and notes from various

committees related to AIG needs

Other Comments: Ideas of Strengthening: Resources Needed (fiscal and non-fiscal): AIG specialist to have allotted time for collaboration, continue to survey stakeholders

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 Maintained Practice for 2013-2016.

Rationale: There is no simple formula for a Comprehensive Program Design (CPD) because the design must be as encompassing as the needs of the population that is served. Purcell and Eckert (2006) do, however, outline a common set of elements which account for a successful CPD. These include the learning and social/emotional needs of gifted students, the mission statement, program goals and objectives, personnel resources, budget appropriation, and linkages to outside agencies and institutions.

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

Description: MACS provides a CPD to meet the needs of gifted, as well as, high-potential students. A varied group of stakeholders including students, parents, faculty, and administrators guide the decision making of the design. Purcell and Eckert (2006) identify six essential questions that a CPD must answer: "(1) Who will be served? (2) How will students be identified? (3) What program model will be used? (4) What types of learning opportunities will be provided? (5) Where and (6) When will service options be offered across grade and content levels both within the district and outside of the district?" MACS defines the population to be served and explains the identification procedures. MACS provides examples of the program model and types of learning opportunities. Our CPD communicates to all stakeholders which student needs will be met and provides the design for coordination and implementation of all aspects of the AIG program.

Planned Sources of Evidence: Clubs, Surry Comm. College, Duke TIP, Online Courses, Summer Gifted Program, Poetry/Math Competitions, partnerships with local colleges, data collection from Futures 4 Kids usage in college, career and course planning, high school distance learning options (i.e. NCSSM online)

Other Comments:

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: AIG programs and services must align with the identification resources of the LEA. Ford (2004, 2005) emphasizes that identification procedures should be adopted with careful consideration of student needs (including sensitivity to diverse cultures and range of experience) and the district's available resources. If the identification procedures are selected because they meet the needs of the students and the resources of the LEA, then it will stand to reason that once the student is identified by the so chosen tools, the students' needs will be met with the resources available. AIG services must also align with the goals of the program. The goals will clarify the programs and services. "All programs for the gifted should have written, workable, clearly stated and validated goals that reflect the desired outcome of the program in response to demonstrated student needs" (Borland, 1989).

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

Description: MACS aligns AIG programs and services with each area of AIG identification and LEA resources. Students are identified and then served with programs that meet their academic, intellectual, social, and emotional needs. The Test of Cognitive Skills profile, data from testing, interest surveys, and teacher input guide MACS to plan services and programs. The AIG plan provides detailed specifics for service delivery options but also works for flexibility.

MACS aligns programs and services to goals. The AIG Plan for MACS has goals for the program as a whole and an implementation plan of those goals is written every three years by the AIG Advisory Council. The program goals include:

Develop and implement a sequential program for AIG students which is based upon compacting, enriching, or expanding the current curriculum.

Differentiate the curriculum for learners in grades K-12.

Meet the diverse needs of academically gifted students with a spectrum of gifted services.

Provide in-service for all teachers in the characteristics of AIG students and appropriate differentiation programs to serve these students.

Coordinate services and resources between the AIG Coordinator and the classroom teacher.

Involve counselors, other support personnel, parent volunteers and other community resource persons in appropriate services for the AIG.

Ensure that staff, students, and parents understand the goals of the AIG program.

Looking at the list of programs and services offered by MACS, one can see the close alignment of program goals to programs and services offered. The program goals drive the services and programs offered while the programs and services offered necessitate that goals be created, met, and revised. Goals continually evolve and change as programs are reviewed and refined.

Planned Sources of Evidence: Professional Learning Communities, 8/12 Alignment, Parent Information Sessions, Service Delivery Options

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 Focused Practice for 2013-2016.

Rationale: When the AIG programs and services are an integrated and connected force of the total instructional program, both areas are enhanced. Purcell and Eckert (2006) give two reasons to support the practice which are shared goals and learning from each other to better serve all students. MACS endeavors to provide an AIG Program that will be integrated into the total school program rather than operating as a single entity.

Goals: Create a checklist of AIG standards for LEA.
Create a checklist of AIG standards for each school.

Description: MACS has a strong program in providing differentiated instruction in all grade levels. The K-2 program has had comprehensive training in differentiated instruction so that all students have opportunities to perform on individual levels. The intermediate school (3 - 5) provides differentiated instruction for gifted students through resource, cluster, and enrichment groupings. The middle school provides acceleration by subject; in particular the language arts program uses tiered assignments and media literacy and the math program provides pre-algebra and algebra.

CRITERIA FOR SPECIFIC DELIVERY OPTIONS GRADES K-2

In-class flexible Cluster Grouping

Students will be grouped within a regular education classroom as needed, based on ability and/or interest

Students will receive differentiated instruction based on ability level

CRITERIA FOR SPECIFIC DELIVERY OPTIONS GRADES 3 - 5:

In-class Flexible Grouping

Students will be grouped within a regular education classroom as needed, based on ability and/or interest, alternative assessments, and other collected data.

Highly Gifted Enrichment

Achievement at an advanced level in communication skills and/or mathematics

A average maintained in classroom

Aptitude (IQ) percentile scores of 90 -99

Teacher recommendation based on observation and supporting documentation of work samples, assessment data, and student interviews.

Level 4 on End of Grade in specific subject area

Performance three years beyond grade level as measured by achievement test

Teacher recommendation

Personal characteristics (social and emotional development, motivation, student interest, etc.)

Grade Skipping:

98- 99% on Nationally Normed Achievement Assessment

Appropriate Social Development (as assessed by teacher and psychologist observations)

Mathematics performance developed and appropriate for next level

Communication performance developed and appropriate for next level

Based on formal discussion between administration, teachers and parents.

CRITERIA FOR SPECIFIC DELIVERY OPTIONS GRADES 6 - 8

Development of candidate pool should be based on student interest and motivation, student performance, aptitude, and achievement summary

CRITERIA FOR SPECIFIC DELIVERY OPTIONS GRADES 9 - 12:

Honors Courses

Honors courses require specific grade and course prerequisites as stated in the Course Selection Guide.

Advanced Placement Courses

Recommended only for those who have been successful with a rigorous college preparatory program, including honors classes, in a given area or areas. Students who take AP courses must take the national exams.

College and Career Promise

Open to high school students who have met graduation requirements to take college courses at Surry Community College that is not offered in the high school curriculum

Students will receive college credit for successful completion of college-level courses.

Planned Sources of Evidence: Copy of service delivery options, Student lists with services listed, Grade Acceleration data, End of year data collection, Surveys, Notes of Revision and Review Teams, Student schedules, data room

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 Focused Practice for 2013-2016.

Rationale: Educators must communicate effectively with a wide variety of stakeholders. The gifted educator's ability to communicate is one key to the success and endurance of programs and services for students (Hedrick, 2006). They must advocate for differentiated education with information on program goals, achievement, and needs. PLCs are another avenue for effective communication among staff. The AIG Plan is currently posted on the MACS website.

Goals: Allow sharing sessions among AIG specialist and K-2 staff.

Differentiation-specific and student data driven PLCs

Survey stakeholders

AIG specialists inform school personnel about the delivery of differentiated services and instruction.

AIG specialists inform school personnel about the regulations related to gifted education.

AIG specialists inform school personnel about the local AIG program and plan.

Description: The school AIG teams initiate the screening, referral, and identification processes as outlined in Standard 1. It is also the duty of the AIG specialists to inform school personnel about the delivery of differentiated services and instruction. The AIG Coordinator works with the classroom teacher to plan for the AIG service as well as the classroom teacher's instruction. The AIG specialists plan with the guidance counselor for any nontraditional special needs.

Planned Sources of Evidence: Differentiated Instruction, Professional Learning Communities, Newsletter, Website

Other Comments: Provide plan for public as well as PLCs

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 Focused Practice for 2013-2016.

Rationale: Communication is key in an effective AIG program. There must be communication between AIG educators and the classroom teachers within a school, as well as communication between AIG educators and classroom teachers as the students progress from elementary to middle to high school. The most recent literature on effective teaching highlights communication as one of the most important skills of successful teachers (Stronge, 2002).

Goals: Establish meeting dates annually regarding transitions for AIG students.

Description: MACS consistently communicates among and between teachers at the 2-5 and 6-8 levels. Students are screened, assessed and placed in a nurturing group in K-2. Once students begin receiving services, the AIG teachers and classroom teachers communicate biannually regarding those services. The AIG teachers at fifth and sixth grade levels communicate annually regarding transitional services from the elementary to middle grades level to maintain consistency. The AIG Coordinator places a DEP in the student's AIG record.

While communication is open between all schools in the system, we need to improve communication

between primary and the intermediate levels as well as the middle and high school levels. Annual transition meetings are held within our system, however, we feel the need to specifically improve our AIG transitional meetings.

Planned Sources of Evidence: Preschool screening communication, Communication primary to elementary school, Communication middle school to high school, Communication with community college, Communication with colleges and universities

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: Hedrick (2006) states that up to 70% of the teacher day is spent in some kind of communication. AIG educators must be able to communicate effectively with other teachers, specialists, instructional staff, parents/families, and administrators.

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

Description: The AIG Coordinator collaborates with teachers to provide differentiated programming and services. From the initial referrals and identification processes described in Standard 1 to the placement options of a student, the teacher and AIG Coordinator are working together. The AIG Coordinator and classroom teacher collaborate to create the DEP and IDEP for students. The same can be said for parents working together with the teachers and the AIG Coordinator from the referral process to the placement options. All work together to provide the best options for differentiated programming and services for each child. Other specialists including art and music teachers are needed for their expertise in talent development. Twice-exceptional children need the guidance offered by exceptional children's teachers in their differentiated programming and services. In turn the AIG Coordinator is available to provide each of the above mentioned groups guidance when teaching the AIG student. The AIG Coordinator provides materials to help the classroom teacher differentiate the regular class. The AIG Coordinator visits the regular class to observe and help instruct. The AIG Coordinator provides social/emotional information to all groups. The AIG Coordinator is active at parent nights, art/music presentations, and community functions to show support. The AIG Coordinator is an active member of staff meetings, Leadership team, SIT Team, Advisory Councils, CIA teams, PLC teams, and PBS teams to be involved and collaborate with all for the good of the AIG program.

Planned Sources of Evidence: Professional Learning Communities, Pacing Guides, Curriculum Nights, 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: Gifted learners deal with frustration when their challenge level is not met. Young students are confused when age peers are not learning at the same pace (Kerr, 1991). A wide range of guidance services are needed to meet the needs of AIG students. Boys (Alvino, 1991) and girls (Reis, 1991) need guidance with their gifted issues for social activity, education, and careers.

Goals: Provide more professional development for stakeholders (teachers, counselors, administrators, parents, etc.) that details the skills needed to serve the emotional and social needs of the gifted learner.

Description: The AIG Coordinator works with the guidance counselors at the intermediate, middle, and high school levels to ensure that appropriate services are provided for gifted students. At the intermediate and middle school levels, the AIG Coordinator keeps an information file on summer enrichment programs and informs parents and students about the various opportunities. Letters are sent to parents informing them about the Duke TIP program. The social and emotional needs of gifted learners from special populations need to be more specifically addressed by the classroom teachers, resource teachers, and guidance counselors.

Planned Sources of Evidence: Teacher Observation, Field Trips, Parent/Teacher Conferences, HS counselors - assisted registration process, summer enrichment program enrollments, participation by students in Governor's School

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 Focused Practice for 2013-2016.

Rationale: AIG programs provide a wide variety of services to meet the needs of their gifted populations; however, like all educational programs there will be students who simply need more. This is also the case with highly gifted AIG students and an IDEP must be put in place for them. Often we think of the highly gifted students as the only ones needing this service but under-represented populations can be helped by an IDEP as well. The culturally/ethnically diverse, economically disadvantaged, and ESL may need a specialized plan once identified AIG to help them be successful and remain in the program. The IDEP can also serve as a guide for students who are gifted and talented in the arts, music, or technology. The IDEP is not just for the highly gifted, it can guide a variety of services and programs. In the future, MACS needs to be more communicative with

the ESL and EC departments regarding referrals of the underrepresented population.

Goals: This section cannot be completed until school-based AIG teams and SIT teams develop enrichment plans.

Description: This section cannot be completed until school-based AIG teams and SIT teams develop enrichment plans.

Planned Sources of Evidence: Based on SIT/AIG Council decisions

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: All levels of the educational system have extensive populations of the under-represented, starting with kindergarten (Minority Students in Special and Gifted Education, 2002). The Committee on Minority Representation in Special Education concludes that there are limited numbers of minority top students. They used traditional achievement measures including school grades, standardized test scores, and class rank. They further report that the limited presence of minority students exist at all social class levels as measured by parent education and family income (National Research Council, 2002). Demographics in public schools across the nation are changing. School systems must better identify, serve, and sustain students whose gifts and talents have previously gone undiscovered.

Goals: The AIG Coordinator will meet with the MACS principal to discuss demographic and nurturing needs.

The AIG Coordinator will investigate best practices in nurturing gifted students.

The AIG Coordinator will share research-based options of nurturing programs with the K-3 teachers.

Description: Demographics in public schools across the nation are changing and this is also the case with MACS. The AIG coordinator will meet with the primary school principal to discuss demographics and nurturing needs in the early fall 2010. The National Research Council (2002) reports that under-representation of minority students in academic achievement begins in kindergarten. MACS must begin to make changes where the problem starts, kindergarten. Visits to successful programs will be planned by the AIG Coordinator in 2010 - 2011 (with the approval of the principal). Teachers will take notes or Skype best practices (2013-2014). These experiences can be shared in a committee of the K-12 teachers, principal, and AIG Coordinator. In addition, MACS will evaluate and change IQ and achievement testing procedures to find a more equitable intelligence test for all populations.

Planned Sources of Evidence: More equitable identification process by exploring testing options for under-identified populations. Notes and Discussions of nurturing program visits, Plans for new nurturing program

Other Comments: Ideas of Strengthening: Identification Process, Demographic Numbers

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: A comprehensive program design (CPD) for AIG must consider both academic and artistic talents and abilities (Reis, 2006). The concept of what giftedness is and who should be served is influenced by culture, politics and research findings (Moon and Reoselli, 2000). Who to serve and how to serve can be a controversial school decision. MACS must examine theories of giftedness and select a conceptual definition that is consistent with state law, current theory and research, and the stakeholders of the district. This will guide MACS to select and encourage extra-curricular programs such as art education and events that have otherwise been eliminated from the budget.

Goals: To provide extra curricular activities for gifted students targeted toward the results of their interest surveys.

Description: In order to meet the needs of diverse and gifted students, extra-curricular opportunities will be developed based on student interest surveys. Opportunities such as student interest survey data, extra-curricular enrichment activities, participation data, middle school robotics, intermediate school Odyssey of the Mind, and other related activities

Planned Sources of Evidence: Extra-Curricular report from each school with each offering listed. Student roster of students participating in programs.

Other Comments:

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 Maintained Practice for 2013-2016.

Rationale: Many groups of people have a vested interest in understanding the AIG program (Hedrick 2006). Not only school personnel, but board of education members, parents, and the community need to have a knowledge and understanding of program initiatives to provide their advocacy. The AIG Coordinator must use a variety of communication vehicles to effectively communicate with the varied constituency groups. Their support is paramount to the success of the AIG program.

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

Description: Parents/families and the community can connect to the AIG web pages for the most current information on AIG contacts, lesson plans, AIG organizations, etc. Not only does the AIG Coordinator provide information on programs and current events, but also provides communication for every step of the AIG process from testing to placement. The AIG Coordinator informs and works with the community regarding any AIG issue.

Planned Sources of Evidence: Web pages/Blogs, Parent Conferences, Newsletters, Progress Reports/Report Cards, DEP, Newspaper Articles

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 Focused Practice for 2013-2016.

Rationale: Gifted education has a variety of stakeholders. These stakeholders are more likely to advocate when they are kept well informed. The AIG Coordinator must keep all stakeholders, including all students' parents/families informed about the local AIG program, local AIG plan, and policies relating to gifted education. Informed advocates can raise the awareness level for gifted student needs and changing practices, policies and law. It may even be difficult to keep a strong program in place without them. MACS needs a systemwide method of communicating local plan standards and AIG services to the public.

Goals: MACS will develop a new brochure and abridged version of the AIG plan for both teachers

and parents.

Description: MACS will develop a new brochure and abridged version of the AIG plan for both teachers and parents. The current AIG plan is located on our MACS website.

Planned Sources of Evidence: AIG brochure, AIG plan online, AIG topics and other news related issues on teacher blogs

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: Stakeholders need to be informed of AIG programs, practices, and policy. Informed stakeholders make strong advocates. The stakeholders involved need to represent a diversity of AIG parents/family and the community. Members representing culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice - exceptional students should be included in the development, implementation, and monitoring of the local AIG program and plan.

Goals: The LEA will bring in parents and members of the community from diverse groups. The LEA will provide the AIG plan in other languages. Informational sessions will continue at Open House, but also provide more diverse communication. The nurturing team will be established at the primary school so that diverse students can be targeted at an early age.

Description: MACS has always held annual orientation meetings for identified students and parents at the intermediate school. The pamphlets and other materials about the AIG programs is not presently available in other languages. There is a need to communicate to diverse groups in their language. Finally, the AIG Advisory Council includes parents and members of the community. However, the Advisory Committee does not include parents from the culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice - exceptional students. The Advisory Council will monitor and implement the new AIG plan and AIG program. The 2010 - 2013 AIG Plan was attached to the MACS web page for all stakeholders to view. Standard 4 - Practice I describes how MACS's demographics are changing. MACS is aware of the change and therefore wants to make immediate changes.

Planned Sources of Evidence: Revision Committee list, timeline of AIG plan, review surveys for 2012-2013, AIG plan is posted online,

Other Comments: Brochures printed in other languages, open houses/ AIG booths be user friendly for all diverse groups, members of diverse groups will become part of AIG Advisory Council, demographics will be evaluated and specific groups will be targeted.

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 Focused Practice for 2013-2016.

Rationale: A successful AIG plan and program is focused on communication. For all communication to be effective, information must be provided in the native language of parents/family/community in the school system.

Goals: The LEA will provide pamphlets and other materials in other languages.
The LEA will provide the AIG plan on the system website in other languages.
The LEA will initiate membership from diverse groups on the AIG Advisory Committee
The LEA will continue to have informational sessions available at the intermediate and middle school, but include other languages in the communication.
The LEA will evaluate demographics and establish a nurturing committee at the primary school.

Description: The AIG brochure and all AIG forms need to be translated into these languages. The AIG correspondence and progress reports to Hispanic parents are translated into Spanish as needed. The testing letter for the COGAT is not printed in other languages.
The AIG Coordinator has met with the Resource teams and ESL teachers and was accomplished so that the ESL teachers could inform the AIG coordinator of students with potential. The ESL teachers are also helpful with the communication and social/emotional needs of Hispanic and Hmong students that are placed in the AIG program. The AIG coordinator should attend the ESL family meetings to share AIG placement and program information.

Planned Sources of Evidence: AIG brochure in other languages, letters in other languages, progress reports in other languages, resource team agenda, ESL family meetings, AIG Advisory Council members, ESL committee agenda

Other Comments: Share opportunities with parents by providing communication in other languages, Actively engaging diverse populations in AIG Advisory Council, AIG Coordinator actively involved in ESL committee and family meetings

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: Advocacy at the local level is essential to a strong and lasting AIG Program (Roberts, 2006). Initiatives to intentionally involve parents/family and the community in meaningful ways will help to support gifted education. Advocacy for the AIG Program will grow from these initiatives.
MACS has consistently involved the community businesses in meaningful and varied ways to

support the programs and activities of the AIG program. Students regularly participate in partnerships with Lowe's Grocery Store, Salvation Army, Andy Griffith Playhouse, and The Chamber Theater Production Company, just to name a few.

The AIG teachers also provide Differentiated Education Plans so that parents are aware of particular goals for the gifted child. Professional Education Plans are prepared for all AIG students so that the regular classroom teacher (in cooperation with the AIG teacher) can communicate to parents about the special needs of the AIG students. MACS needs to make more of an effort to involve parents and the community with our AIG program and its ongoing development through parent surveys and online AIG forums.

Goals: Involve more community personnel and resources to enhance student growth.
Involve more higher education (i.e. Forsyth Tech, Wake Forest, etc.).
Involve more parents through a PAGE organization.

Description: MACS will work diligently to involve all members of our community, those with students in our system and those without, to help foster the growth of the entire AIG population.

Planned Sources of Evidence: Membership of parent involvement on the AIG Advisory Council, formation of PAGE, involvement of community businesses in our schools

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: Careful planning and development are needed for a thoughtful AIG Plan (Van Tassel-Baska, 1998). A comprehensive and continuous set of services that are differentiated according to the AIG needs of the student must be designed. Careful consideration is given to matching the needs of the student to levels of service such as cluster group options, special pull-out classes, homogeneous classes, and dual enrollment. The plan must also include psycho-social services that will address the social/emotional development as well.

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

Description: The AIG Plan is written and revised every three years. The AIG Coordinator attends the round tables with other district coordinators to attain the necessary information for writing the new plan. The AIG Coordinator meets with the AIG Advisory Council and principals in order to set new goals for the AIG plan. The Coordinator presents these goals to Central Office administrators for input. The AIG Coordinator then reflects, reviews, and rewrites the AIG plan. The Coordinator presents the plan to the school board for approval. Should any revisions be necessary, the Coordinator will do so. The plan is then sent to DPI in July. The AIG Advisory Council becomes the Review Team which meets each year with the AIG Coordinator to assess the plan's progress.

Planned Sources of Evidence: Agenda of AIG Advisory Council, LEA's AIG Plan with School Board Approval

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: All educational programs need an evaluation component to guide the school system towards continuous improvement. Gifted programs, like all programs, are accountable. Resources must be well used, programs must be of high quality, best practices must be offered from educators,

and students' needs must be met.

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

Description: To ensure continuous improvement of the AIG program for MACS, a strong evaluation component is in place. The implementation of the program and plan at MACS is monitored by the administration and supported by the local school board. Because the administration understands and supports the new AIG State Standards and actually helped to develop the 2013-2016 plan, they are well prepared to monitor and implement the program.

The AIG Coordinator will meet with the AIG Council in 2013-2014 and 2014-2015 to report on the strengths and needs of the 2013-2016 plan. The Coordinator will seek the guidance of the Council through biannual AIG committee meetings to refine and rewrite the evaluation of specific service delivery options to closely follow the development of the 2013-2016 plan. The Coordinator will provide a new evaluation of specific service delivery options that reflect the development of the 2013-2016 plan in 2015-2016. These will be used for the 2016-2019 plan.

Planned Sources of Evidence: Copy of AIG Plan approved by the school board
Copy of new evaluation guidelines for 2016-2019 plan

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: One of the most important components of the AIG Program is the budget. From the budget a dollar value is assigned to each goal. The budget communicates to stakeholders how "effectively, and economically funds are both encumbered and, ultimately, expended to accomplish each program goal" (Purcell and Eckert, 2006). Financial decisions impact how program components can be implemented. The budget is an evaluation tool of the program because it reflects the program's focus. "As a measure of program effectiveness, the gifted education budget provides ongoing direction for program decision making, the purpose of any evaluation instrument" (Purcell and Eckert, 2006).

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

Description: The AIG Coordinator gave copies of the NCAIG Program Standards to the Superintendent, Curriculum Coordinator, principals and assistant principals of each school. A budget must be provided that will support meeting the goals of the AIG program.

Planned Sources of Evidence: Copy of budget, Copy of 2013-2016 Plan with board approval

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: Gifted services can be improved if the development of services based on reliable and valid evidence of what is and is not working to create student success. Careful collection of data need to take place. Essential areas include the context in which services are delivered, the quality of activities carried out, the appropriateness and the adequacy of resources available, and the degree to which objectives and goals have been achieved (Callahan 2001). MACS needs to analyze any AIG dropout data, to determine how to guide students into a more appropriate academic pathway.

Goals: AIG Coordinator will track yearly growth of AIG students and analyze AIG dropout data. AIG Advisory Council will continue to refine and develop a DEP for high school students in order to meet their academic meets.

Description: AIG Coordinator will review EOC scores and EVAAS data when available for AIG students to determine if expected growth was met. AIG Coordinator will also analyze data of AIG drop-out students to determine causes for students lack of success in the program. The newly developed high school DEP will enable MACS to track all AIG students and provide appropriate guidance.

Planned Sources of Evidence: Growth rate of AIG students as determined by EVAAS data. Continued tracking of AIG students through K - 12 with use of AIG folders and DEP's

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: Researchers in the field of gifted education have focused on under-represented populations during the last decade. Two areas have drawn their attention which includes the nature of such populations and types of interventions that are most successful. Schools must ensure that under - represented populations are identified and served (Purcell and Eckert 2006). This area of concern must be carefully monitored.

Goals: AIG Coordinator will keep records on recommendations by ESL,EC,Title 1, and the Preschool Screening Team

AIG Coordinator will work with the AIG Advisory Team to update IQ testing so that it is more equitable for under- represented populations.

AIG Coordinator will evaluate previous AIG Head Counts to focus on under -represented populations not being served.

AIG Coordinator will determine those students that should be reviewed for admission into the AIG program, based on IQ and End of Grade test scores.

Description: To monitor the representation of under - represented the AIG Coordinator will review all IQ scores in the fall and EOG scores in May of all students K - 8. if placement capable scores are noted and the teacher has not recommended the student, the AIG Coordinator asks why. The AIG Coordinator will also check the preschool Screening Team for any precocious preschooler. The AIG Coordinator will communicate with the ESL, EC, and Title 1 departments for their recommendations. The retention of under - represented populations will therefore be monitored in K - 12. It will be determined by the AIG Coordinator and the guidance counselor working together to identify possible diverse students who would qualify for the AIG program. The AIG headcount preserves a record of under - represented populations with grades, EOG scores, EOC scores, AP class participation, and AP exam scores.

Planned Sources of Evidence: Schedules of students, DEP's, IEP's, AIG Intervention Plans K - 12 (Professional Education Plans), AIG Headcount, Data Collection on under-represented populations K - 12

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: Highly gifted personnel must be provided to instruct AIG students and to guide the AIG program. Requisite knowledge, competencies, and the ability to differentiate instruction for student's academic and psychosocial needs are necessary for the AIG educator (Purcell and Eckert, 2006).

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

Description: The current AIG Coordinator has a Ph.D in Curriculum and Instruction and hold an A.I.G. certification. Each teacher serving the AIG population in specific areas holds AIG licensure at the intermediate and middle school level. High school instructors are not AIG licensed but are highly qualified in their areas.

Planned Sources of Evidence: Personnel Files

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 Maintained Practice for 2013-2016.

Rationale: Children who are gifted need informed and well-organized advocates to support programming for them. Advocates can include community members, parents of AIG students, AIG teachers, and other school personnel. These advocates can work to review and refine the AIG program to have a positive impact on the education of the gifted. It is unlikely that advanced educational opportunities would even be attempted without individuals and groups willing to advocate on behalf of gifted students (Roberts, 2006).

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

Description: The AIG Council is formed by MACS to review all aspects of the local AIG plan and program and to make recommendations for program improvement. The team is carefully chosen to include parents of AIG students representative of all populations in the program, teachers of the gifted across grade levels and departments, school support personnel, and administration. The group discusses strengths and needs of the K-12 program. Information from teacher meetings in K-12 help guide discussions and decisions. The Council presents a list of K-12 goals for review every three years. The Council becomes the AIG Review Team. The Team meets each year to discuss how the AIG goals are being met. They continue to discuss the strengths and needs of the program working to review and refine the plan.

Planned Sources of Evidence: Advisory Group Agendas
Stakeholders surveys
AIG Plan

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: Evaluation is a valuable part of the AIG program development cycle. Stakeholders, including students, parents/families and teachers should be provided an avenue for regular feedback regarding the quality and effectiveness of the local AIG program. These stakeholders can guide the effective development of the AIG program with their feedback. Multiple strategies for feedback need to be in place to effectively involve all interested audiences (Landrum, Callahan and Shaklee, 2001).

Goals: Develop and implement surveys for students, parents/family, staff, administrators, and community to determine the effectiveness and quality of the local AIG program
To hold regular AIG Advisory meetings to determine the needs of the local AIG program based on the evaluations of the stakeholders

AIG Coordinator routinely visits the schools to be available for the students, staff, and parents as it relates to the AIG program.

The AIG coordinator and/or the AIG personnel's attendance and participation in the important school committees, such as SIT, CIA, and other curriculum committees.

New Curriculum Director will implement new programs throughout the system based on the philosophy that all students are gifted.

Description: The AIG Coordinator's daily interaction with students promotes informal discussions about the quality and effectiveness of the AIG program. Students can routinely find the AIG Coordinator visiting the MACS. In addition, teachers are available for conferences with students and parents. This fall, all stakeholders will fill out an AIG survey to determine the effectiveness of the AIG program. The AIG teachers keep documentation of parent meetings and contacts throughout the year. Parents also have an opportunity to give feedback at initial placement meetings, open house, and end of year programs. The AIG Advisory Council meets to discuss the AIG plan and this is an excellent opportunity for the committee to discuss the quality and effectiveness of the AIG program as this team evaluates the upcoming yearly surveys. Teachers do surveys on the total school program every year and an AIG survey will be continued during the next school year. School Improvement Team, Technology planning, 21st Century Learner, Curriculum Instructional Advisory Council, and Professional Learning Communities enable the staff and administration to continually evaluate the effectiveness of the local AIG plan.

Planned Sources of Evidence: Surveys of students, parents, and teachers, Logs of parent contacts, AIG Advisory Committee agendas, Curriculum and Instruction Team Agendas, Resource Team Agendas, School Improvement, Technology, 21st Century Learner, Staff, and other committees

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: Multiple sources of data are necessary to review and revise the AIG program and plan. A thoughtful AIG plan will be created through careful planning and development for continuous improvement (Van Tassel-Baska, 1998). MACS needs to analyze any AIG dropout data to determine how to guide students into a more appropriate academic pathway.

Goals: AIG Coordinator will review implemented AIG programs and their effectiveness. AIG Advisory Council will meet with the AIG Coordinator to discuss ways to improve services to the AIG students. Stakeholder surveys will be considered when planning and implementing the AIG program.

Description: In order to maintain our status as a competitive public school system we must consistently research, review, and revise our plan. Part of the research would involve contemporary AIG programs. Data will drive our revisions in our AIG because student growth is our main goal.

Planned Sources of Evidence: mCLASS data, EVAAS data, copy of AIG Plan approved by the school board

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: Many groups of people have a vested interest in understanding the AIG program (Hedrick, 2006). All data from the evaluation of the local AIG program should be available to the public. Stakeholders are more likely to advocate for the program when they are kept well informed. MACS needs to analyze and AIG dropout data to determine how to guide students into a more appropriate academic pathway.

Goals: Develop and AIG webpage on MACS website to highlight AIG programs.

Description: MACS will create an AIG link on webpage. AIG teachers will maintain and update AIG webpage with current and relevant program information.

Planned Sources of Evidence: MACS AIG webpage.

Continued use of AIG Blogs

Continued access of AIG Plan on Mt. Airy Webpage

Other Comments:

Practice K

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

This practice is a Focused Practice for 2013-2016.

Rationale: The rights of all AIG students are protected through policies , procedures and practices. School systems must develop comprehensive plans to protect these rights. LEA school boards set the policy and make sure it is adhered for all students. "Excellent educational opportunities that encourage lifelong and responsible citizenship" are consequently provided. MACS needs to create a booklet of "Parents' Due Process Procedures Regarding Academically or Intellectually Gifted Information and Service Decisions". Article 9-B will be an important part of the communication to parents and students in the Due Process Book.

Goals: AIG advisory council will annually research, review, and revise the "Parents' Due Process Procedures Regarding Academically or Intellectually Gifted Information and Service Decisions". Language translations will continue to be developed.

Description: Standards 1-6 described in detail in this document strongly support Practice K. Once

8/8/2013

the MACS school board accepts this document, it becomes policy for our LEA. The vision of the AIG plan is to incorporate the mission of MACS, planning and implementing "an instructional program to serve students who are identified as AIG and to nurture students who have the potential for giftedness but who are not presently achieving at that level." The AIG program and ideas are a part of the total school program and are protected with the same rights.

Planned Sources of Evidence: Due process clause, Ensure program fidelity, 2013-2016 AIG plan approved by the school board

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Appendix.pdf (*Appendix*)

CAP Rights of Parents.docx (*Appendix*)