Mission/Vision Statement and Funding

The Mountain Community Sch (45A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

For 2022-2025, the Mountain Community school local AIG plan is as follows:

The Mountain Community School Vision for our local AIG Program: The Mountain Community School is committed to meeting the needs of all of our students: to provide the instruction, skills, resources, and services needed in order for every child to be successful and develop to their full potential. The vision for our AIG program continues in that vein using research based, data driven information to provide for the challenges, academic rigor, and unique emotional and social needs of our AIG students. Through differentiation in the classroom, flexible grouping, pull out enrichment, acceleration options, global awareness, field trips, crew, exploratory, expeditions, school clubs, programs, and extracurricular opportunities we believe we can provide a sound, quality, equitable, comprehensive, effective AIG experience that adheres to Article 9B and the state AIG Program Standards.

It is the vision and desire of The Mountain Community School AIG plan and program to truly support the NCDPI/AIG motto: AIG ALL DAY EVERYDAY, and to help produce globally engaged and productive citizens.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 15,500.00	* $ 0.00	* $ 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**
Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.

District Response: The Mountain Community School's goal is to have an equitable identification process that does not overlook any potential AIG student, regardless of their age, grade level, or background: cultural, ethnic, economics, English language learner, highly gifted, or twice exceptional. The referral process allows parents, staff and students to request a screening as part of the evaluation for AIG identification when a student exhibits signs of giftedness in any grade. The Initial Pool for AIG screening and evaluation is generated by the AIG coordinator from the following sources:

Aptitude Test: The beginning of August, the AIG specialist conducts an annual mass screening for all third and sixth graders by administering the CogAT test. This mass screening is to establish a broad pool of students who may need differentiated services. Parents receive prior notice of the test. Students who score in the 85 percentile or above are placed in the Initial AIG Screening Pool. Students who transfer into the school without aptitude scores may be administered the test if other indicators suggest testing for placement is needed.

MAP Testing: MAP stands for Measures of Academic Progress. MAP is a three-part test that measures student knowledge in reading, language usage and mathematics. This test is given at the beginning of the year and again mid year to 2nd.-8th graders. If a student scores higher than a 90 percentile, that student is also included in the AIG Screening Pool.

End -of-Grade Scores:

All TMCS students third through eighth grade participate in North Carolina End-of-Grade testing in Reading and Math, during the month of May. Students who score above 85 percentile in either of these subjects are placed in the AIG Screening Pool. Students who transfer in without scores may be administered other types of assessments as needed.

Teacher and Parent Recommendations:

Students in any grade who demonstrate potential as gifted learners may also be referred by their teachers, parents, or others, and be placed in the AIG Screening Pool. Teachers will often submit a work portfolio of a student they recommend showing work samples that reflect their high achievement.

* **Practice B**
Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response: Because we update and review our Student Spreadsheet as new data, both qualitative and quantitative, becomes available, we provide multiple opportunities to have a comprehensive learner profile of our students. The AIG Program identification is multi-faceted providing a variety of means for a student to reveal high potential and giftedness. Therefore Talent Development, tracking of growth, and identification can happen as criteria are met at any grade level at any time of the year.

Identification Procedures for AIG

Grades K – 2

-Teachers have professional development from the AIG staff on identifying the diverse traits of gifted learners.

-Teacher recommendation/observation checklist indicating evidence of gifted behavior

-Academic portfolio (3 examples) showing ability significantly above grade level in reading and/or math.

-Observation by the AIG Teachers.

-AIMS Web: K-2 biannually

- EGSI: Kindergarten whole class progress assessment quarterly

-If warranted, a cognitive test will be given before 3rd. grade. Official AIG

Identification happens in the 3rd grade. Students will be served as talent development prior to then and the AIG teacher will serve the students in their classroom.

-In second grade, the AIG teacher pushes in to teach the class, gathering observation data and work samples from the entire class, which offers a universal chance for ALL students to be considered.

-Approval of AIG Identification/Advisory Team

Grades 3 – 8

-Teachers have professional development from the AIG staff on identifying the diverse traits of gifted learners.

-Teacher Recommendation and Giftedness Checklist

-Approval of The AIG Identification/Advisory Committee (using the AIG Identification Matrix)

-CogAT(Cognitive AptitudeTest) whole class testing: 3rd and 6th grades annually.

-MAP Testing: Whole class 3rd.-8th grade, biannually

-Final Grades in Reading and Math

-EOG scores in Reading and Math

Academic Portfolio should include:

Writing samples

Any math or reading assessments that show ability to work significantly above grade level (Benchmarks, Unit Exams)

Anecdotal evidence of strengths

Documentation of special interests including exceptional projects and/or academic competitions

Unique ways of completing assignments or presenting ideas

Exceptionally creative ideas or work

INITIALLY GATHERED ACHIEVEMENT AND DEMOGRAPHIC INFORMATION: ALL of the above mentioned information is gathered by the AIG review team and is recorded on an AIG form.

-Aptitude Scores

-EOG Scores-Reading and Math

-Final Grades for Reading and Math

-A Gifted Behavior Scale (Completed by their homeroom teacher)

A student must meet 3 out of the 4:

-Aptitude test equal or higher than 90th percentile or 2 consecutive tests at the 89 percentile within the 4 year testing period

-Achievement test equal to or higher, than 90th percentile for the last two consecutive years

-Reading and/ or Math grades from previous grading periods average 90 or above

-Academic portfolio (5 examples) showing ability significantly above

grade level

Once the criteria requirements have been met the AIG

Identification/Advisory Committee will meet to determine final identification and which services will be provided. These decisions are made on an individual student basis.

Transfer Students Students who transfer to TMCS that have already been identified as AIG will retain their status, if they meet our criteria and be placed in appropriate services. If the student has not been identified, data will be collected and added to our spreadsheet, then reviewed by our AIG staff and if relevant be presented to our identification team.

IDENTIFICATION:
AR: Academically gifted in Reading

AM: Academically gifted in Math

A student must meet 3 out of 4:

-Aptitude test equal or higher than 90th. percentile or 2 consecutive tests at the 89th percentile within the 4 year testing period

-Reading and Math from previous grading periods average 90 or above.

-Teacher checklist

-Academic portfolio (5 examples) showing ability significantly above grade level. Portfolios should include writing samples and reading/math

Assessments that show ability significantly above grade level.

Anecdotal evidence of 90th percentile in both Reading and Math in the same academic year.

-Aptitude test of 85 percentile or higher

-Grades A/B average in Reading and Math

-Behavior checklist completed by homeroom teacher

IG: Intellectually gifted as indicated on the aptitude criteria, but not necessarily displaying achievement measures

-Aptitude test equal to or higher than a 95 total composite -Behavior checklist completed by homeroom teacher

IM: Aptitude test equal to or higher than a 95 total in non-verbal

IR: Aptitude test equal to or higher than a 95 total in verbal

AIG: Academically and Intellectually Gifted. These students exhibit both aptitude/intellectual attributes as well as achievement attributes.

Talent Development: These are students that meet the 85 and above criteria, demonstrate a high level of achievement in the classroom, and characteristics of giftedness and potential to achieve. But they do not quite meet the requirements for identification. Most often, these students are referred by their teachers.

Some indicators for these students would be:

Gifted behavior checklists completed by their teachers

Leadership/Higher level thinking

Excellent classroom performance of passed progress reports and work portfolios.

High scores on MAP testing (Measures of Academic Progress)

Documented recommendations from other stockholders

Standardized test scores(EOG)

Transfer Students: Students that have previously been identified at another school will be reviewed by the AIG team as soon as their records arrive. Students must meet the standards that have been set by TMCS, so prior identification does not mean definite identification at TMCS

AIG Review Team Placement Meeting: The AIG Review Team meets to review all information and make recommendations based on the Differentiated Service Options and Criteria. Options for consideration are as follows:

~ Recommended for placement in one or more subject areas in AR, AM, AG, AI, IG , AIG or Talent Development based on the criteria above;
OR
~ Placed on a “Wait and Watch” list to be reviewed at the end of the following school year based on
the criteria above;
OR
~ Not recommended for placement at the present time based on the criteria above.

Parent Notification of AIG Review Team Decision: Parents are notified of the AIG Review Team’s decision in writing.

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

District Response: Since giftedness can be found in all ages, populations, and demographics TMCS endeavors to seek out and identify all potential gifted students whether AG, IG, math or reading, or both; particularly in underrepresented populations whose giftedness may not be as evident, easily discernible or recognized by standard criteria, or as compared to the general population. Therefore, TMCS strives to look for gifted traits, more complex and abstract thought processes, increased understanding and learning rates, the potential to perform at substantially high levels of accomplishment, work that significantly exceeds that of their peers, and exceptional creativity. TMCS will consider each subgroup within our population and look for these traits. We will use our AIG Identification Matrix to ensure underrepresented populations are not overlooked during the identification process at TMCS. If warranted to help in equitable identification further nonverbal tests may be administered, as well as, portfolios evaluated.

AIG personnel will confer with EC (Exceptional Department) , Speech and community partners from St. Gerard House, which is a community partner for TMCS for students with special emotional needs, to make sure that we are using best practices for those students we serve that are twice identified.

TMCS will use some or all of the following indicators in various combinations to determine those students who are gifted and in need of differentiated educational services:

~ Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources (ie, teachers, principal,and AIG staff.
~ Classroom performance recorded on progress reports, report cards, and other official school documents classroom observations completed by trained school personnel
~ Standardized test scores: aptitude, achievement, intelligence and other assessments

~Academic portfolios

TMCS AIG identification criteria match the demographics of the school by utilizing traditional and non-traditional measures, gathering a comprehensive body of evidence to determine differentiation and identification needs, and allowing qualitative evidence such as portfolio submissions and classroom observations.

The AIG Coordinator and team will utilize assessment data when determining those students who need gifted services identification or talent development. By analyzing the district's sub-group data, each stakeholder has a better understanding of the demographic needs in identifying and supporting all students, to include the under-represented populations.

The AIG Screening Pool documents are reviewed throughout the year, updating annually to ensure that identification strategies are equitable to all student groups.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	---
Total	---	---	---	---	---	---	11.92%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

District Response: The Mountain Community School is a K-8 Charter School, the only school in the LEA, which enables consistent AIG screening, referral and identification to be a relatively simple process. Through knowing our students, core teacher and AIG staff observations, continual updates and review of all students' new data, recommendations from any stakeholder, specific criteria for identification, and consistent Identification Team procedures enable us to implement consistent screening, referral, and identification throughout our school/LEA.

The guidelines for placement are well communicated to all teachers and support staff. There is a consistency to these guidelines and a lot of communication between staff. The AIG assignments are posted on Google classroom so that parents, teachers and students can see what we are doing in class. Parent conferences, and DEP signing, are held at the beginning of the year to discuss placement into AIG. Parent newsletters as well as articles are sent home monthly or more frequently to ensure that everyone has equitable information.

The AIG coordinator attends MTSS meetings as well as IEP meetings of twice identified students. We invite the parents to come in the AIG classroom every four weeks during student/parent conferences to discuss services and progress. Parents also review AIG work portfolios with their child.

Forms, flowcharts, student folders with all assessment scores are available and updated. Grades are also reviewed and included in our files. These records follow the guidelines for screening, as well as parent signature forms for placement into the AIG program.

Teachers are provided consistent information on the program and are encouraged to give input on referrals as well as progress in the classroom.

* **Practice E**

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

DISTRICT RESPONSE: In order to disseminate information and increase awareness in regards to the screening, referral and identification processes of the AIG Program at TMCS to our staff, parents/families, students and the community we have developed an TMCS AIG brochure. It is available on the front office information counter. An AIG Parent Handbook is given to each AIG family annually when meetings/conferences are held and DEPs signed. They are available on the TMCS website, as well.

An annual presentation is given to review AIG gifted traits, myths about gifted students, referral, screening, and identification procedures, and specific information on recognizing gifted characteristics in underserved populations, during staff meetings/ training and development before the beginning of each school year. We also send articles to parents and teachers offering best practices for having or teaching a gifted child. This information as well as our AIG Plan is available on our school website, and at the request of any stakeholder. During the annual New Family Orientation and school/community open houses, the AIG Program information is presented and is available for each family. The parents are also encouraged to attend parent student conferences which the AIG staff attends and parents are encouraged to visit the AIG classroom and look through their child's work portfolios.

Information is also available on Google classroom and through automated phone calls.

Information regarding AIG activities are available on the school website calendar as well as on a large school calendar that is displayed in the lobby as you enter our building.This calendar is updated monthly and is easily accessible for everyone to see.

* **Practice F**
Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

DISTRICT RESPONSE: In order to ensure consistency, equity, and uniformity in all AIG procedures and services, the Local Plan and Program Handbook can be maintained and updated annually. The AIG staff creates an individual placement folder for each AIG student which is reviewed and updated annually, or as new relevant information/data becomes available. It contains their Interest Survey, Gifted Indicators checklist, AIG Identification Matrix, signed annual Invitation to Conference and DEP, any test scores: MAP, BOG, EOG, CogAt or other relevant standardized assessment, and Report Cards. It may contain recommendations, work samples, portfolio, or other pertinent information. A spreadsheet of all testing and grade data is also maintained and is reviewed at least quarterly for every TMCS student by the AIG staff.

These folders are available for any school personnel to review or any interested stakeholders.

Grades and test scores are also available through Powerschool, which is also available for teachers and parents for review.

Parents/guardians of students who are already identified and being served in AIG are invited to attend a yearly meeting to learn more about AIG services offered to their students in specific grade bands, pose questions, and meet AIG Personnel.

The independent folders have special stickers for students who are being served in AIG so that if a student transfers the folder will stand out to the person that will be processing enrollment. We also send a letter stating that the student had been served by AIG. In addition, as the eighth graders leave for the various high schools, letters are sent informing the high schools of their AIG identification.

All the files are kept in a central locked location in the AIG classroom. The data is also available in the or the NC Student Information System.

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

DISTRICT RESPONSE:

TMCS AIG program recognizes the importance of developing, implementing, and documenting services that meet the needs of AIG services. The Differentiated Education Plan (DEP) is aligned with the adopted NC AIG Standards. The DEP reflects the identification area(s) in AM, AR, AG, AIG, IR, IM or IG, the learning environments, differentiation strategies, and enrichment options for each identified student, grades 3-8. This document is prepared by both the AIG Coordinator /AIG regular classroom teacher, signed by the Review Team, and discussed with the parent at a DEP meeting. Parents/guardians are required to sign the DEP or IDEP but also may meet at any time they request a conference.

The AIG Program develops and maintains all legal documentation of screening, placement, and appropriate services for each identified student. An individual placement folder is developed for each student. The folder includes the DEP, parent permission form, interest survey, behavior checklist, CogAT scores and test, work samples and any other pertinent information. We also have a form showing assessment scores. The scores are also in Powerschool and NC-SIS. These folders have stickers on them to draw attention to the folder if a student should leave. A letter stating AIG service is also sent to the school after the student enrolls.

This information is reviewed one-on-one with the parent after identification is determined annually. The parent can request to meet more than once during the year if needed. Parents are encouraged to meet with the AIG coordinator each quarter during student/parent conferences. The parents are provided with documentation that led to the initial identification. Parents are also encouraged to review student work portfolios when they visit the AIG classroom during the Student/Parent conferences.

All documentation and student placement folders are maintained for two (2) years after high school graduation. At the end of the second year or at the beginning of the third year after students have graduated, the documentation is shredded.

*** Ideas for Strengthening the Standard**

TMCS will continue to strengthen our advisory committee. We hope to get more parents involved.

TMCS will continue to refine and analyze the identification process through meetings of the AIG Identification/Advisory Committee.

TMCS will continue to collect data in order to aid in the identification process.

In addition, the staff will be given more in-services to understand the needs of the gifted students, as well as differentiation applications for the classroom.

Effectively monitor data to determine how well the identification and service match and impact student growth.
Effectively monitor data on the referral, screening, and identification of under-represented populations in order to address our school's demographics

Planned Sources of Evidence

*	AIG Handbook
*	AIG Brochure
*	AIG Newsletters

*	AIG Web News on School Website
*	Emails and Phone Calls
*	Staff Meetings and Updates
*	In-Service on School Identification Process
*	DEP's and Student Folders
*	Records of Meetings with Families
*	AIG Headcount Data
*	Testing Calendars and Rosters
*	Parent Conferences
*	Community Publicity about the AIG program through local media and meetings
*	Specific after-school opportunities that are publicized through local media
*	Student Work Portfolios
*	Google classroom

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**
Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

The Mountain Community School strives to offer comprehensive services planned in consideration of a variety of student needs. Within the school community at large, we are committed to engage all of our AIG students and meet their diverse needs academically, intellectually, emotionally, and socially. Knowing that gifted students have the ability to perform at substantially high levels of accomplishment when compared to others of their age, experience or environment; they therefore require differentiated, more comprehensive and rigorous, accelerated educational services than the standard course of study. This AIG Plan and our AIG program have been designed, developed, written, and run with that goal in mind.

The AIG staff is actively involved with students and teachers within each grade. They work to encourage, challenge, prepare, and equip our AIG students (K-8) with rigor, and support: both academically/intellectually and socially/emotionally to be successful in high school, college, and beyond to become active, responsible, involved, globally engaged, knowledgeable, productive citizens. To accomplish this goal a multifaceted approach will be necessary. Whether the focus of the AIG program is to push-in the lower elementary classes or pull-out small enrichment groups, many techniques will be used to provide every opportunity to meet all of the needs of all of our advanced learners:

Academically Gifted (Reading, Math or both areas)

Intellectually Gifted

Academically and Intellectually Gifted

Talent Pool and Talent Development students

In the pull-out enrichment groups, third-eighth grade students' services primarily focus on the development of academics, interests, talents and strengths of our students. Most are, hands-on and experiential learning experiences, problem-based learning, and critical thinking dialogues. Lessons are learner driven and incorporate and integrate multiple areas of interests, subject content, skills, expertise. Math, reading, research, writing, science, social studies, computer science (coding), poetry, drama, music, art, technology, and outdoor education are among the areas of study that may be incorporated. Many current, relevant, research based materials will be utilized to align with the students' AIG identification. Services in K, first and second grade are planned with the same services but are delivered in a different setting. The AIG pushes into the regular classroom and works with the whole class. The class may be broken into smaller groups at times to better ensure that all students' needs are being met. This provides the AIG teacher the opportunity to observe the entire class to look for students with gifted characteristics. This will help toward developing Talent Development groups and identifying gifted students in third grade.

The AIG staff will help to provide information, suggestions, and materials for differentiation or acceleration within the kindergarten through eighth grade classrooms, as well as flexible grouping strategies. The opportunity for AIG pull-out enrichment classes will also be provided.

The AIG teacher will consult with the classroom teachers about possible resource support and development for the identified students in the regular classroom. The teacher will also present professional development in the form of relevant articles on the latest trends of neuro-divergent students and meeting the social and emotional needs of gifted students. These articles will also be shared with the parents of our gifted students.

We also work to ensure that we collaborate with our special education department and our behavior therapists to ensure that our services include an IEP/504/ or possible behavior plan for our twice exceptional students. We also ensure that we provide delivery options that may occur for students needing special interventions at different times during the day as specified in one of the above mentioned intervention plans (ie, check in times, or calm down breaks throughout the day) for students needing these interventions.

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* **Practice B**
Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

The Mountain Community School has worked hard to create an environment in which all of our students feel safe, accepted, and free to be themselves. According to Coleman and Gallaher, Gifted students have “unique social and emotional needs; therefore, they require access to appropriate support systems and counseling to ensure their effective well being”.

In order to be aware of, and meet the unique emotional and social needs of our gifted learners, as well as, the school population as a whole, we have a multilayer support and growth system in place. The EC staff, AIG staff, classroom teachers, school counselor,(Speech Pathologist and Occupational Therapist), SOAR instructors, partnership with St, Gerard House for emotional and behavior issues, and the administration have open, consistent, and ongoing, communication on a regular basis. They also regularly interact with, and have an open door policy for the students to address any of their needs. An EC teacher is on the AIG Identification/Advisory Committee. Many of our staff, including AIG, have prior EC experience or behavioral training.

At TMCS we start the day with a suggestion for reflection and a “mindful minute”. We also incorporate mindfulness teaching and strategies into our classrooms. Each class has daily or weekly class meetings to express appreciation/congratulations, or grievances and address issues. The entire middle school has a similar Friday meeting. Every student at TMCS is part of a “crew”, which is a small group designed for building character, cooperation, and deeper friendships, through special activities and exploring a common interest.

School wide events, dinners, gatherings, annual pool party, fall festival, field day, watermelon parties, class meals, sports, clubs, and competitions all contribute to our school wide sense of community, and help fulfill our AIG learners’ social needs. We have very involved parents and other family members who contribute to our school community.

Our AIG enrichment classes provide further opportunity for deeper understanding of gifted characteristics, to share needs and explore feelings, attitudes, and prejudices creating greater understanding, and developing deeper trust, and friendships among peers, thereby addressing the social and emotional needs. We have also incorporated a Mid-Week Mindfulness moment to address these needs.

TMCS believes in field trips, for both their academic and social value. The standard classroom teachers and the AIG program incorporates many into their curriculum. We try to arrange most of the trips locally so that the students are immersed in their community and are supporting local events.

This year we have officially adopted the PBIS model and have been working this model into daily instruction, classroom behavior strategies, and all aspects of our school day. The expectations of this program are posted throughout the school. Students are given cards when they are seen demonstrating the behaviors identified by the PBIS committee. We recognize students that earn a card for each component, they are invited to participate in a special school

wide event. Some events have been a movie afternoon, a dance with red carpet treatment, and a Snowfest celebration. The final celebration is a student/teacher kickball game, with prizes thrown to the crowd during the game, a raffle and a snow-cone truck on site.

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

In order to communicate and collaborate with all instructional departments, The Mountain Community School endeavors to have weekly staff meetings and monthly staff development. These opportunities enable the AIG staff to present any relevant AIG information, regulations, and differentiation service and practices to the entire school staff (LEA) in a timely, frequent, consistent manner. The staff professional development training, and planning meetings before the start of the school year also provide an avenue for presentation of differentiation methods within the core classroom, as well as information, review and updates of policies and procedures. There are other possible occasions during sectional K-2, 3-5, and middle school team meetings to share information as well. Emails, and formal or informal direct communication are always an option. This year the AIG teacher has started eating lunch with the elementary teachers and support staff. While this is an informal setting it allows a chance for communication and an informal check in on the identified student's progress or performance in the classroom, as well as a chance for us to discuss particular student needs.

We partner with the Learning Center to ensure that we are aligned for those students that are twice exceptional. We also meet with the behavior support team from St. Gerard to make sure that the behavior plans for some students are being aligned in AIG and the regular classroom.

The AIG brochure is available to anyone on the information counter at the front office, our AIG Plan and Parent Handbook are available on the TMCS website to any interested parties, as well as, in the AIG room. Each AIG student's DEP is kept in the AIG office and is available to appropriate parties.

The AIG teacher serves on the PBIS committee which in turns correlates to the data being used on MTSS infrastructure. During the PBIS planning meeting which is monthly, the MTSS information is reviewed.

The AIG team works with the administration to make sure that all needs of AIG are being met. We have many supports within the school that help us to support best practices and make sure that we are using these practices to strengthen our current program. We reflect often and make changes as needed.

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

WIlliam Glasser states that "we learn ninety-five percent of what we teach others", therefore we have mentoring between older and younger elementary students. However, we also know gifted students have different learning needs. In order for AIG students to thrive they need to associate, work with, and according to Coleman and Gallagher "require time with others similar to themselves in order to establish cognitive relationship and to facilitate their academic, intellectual, social and emotional growth."

Within the core classroom, the AIG staff provides differentiation learning materials, information as to the importance of, promotes, and encourages intentional, flexible, grouping. Our classroom teachers provide opportunities for AIG and talent development students to collaborate on projects and activities in the classroom, through flexible grouping, lesson extensions, differentiated materials, to access the AIG learner's mode of learning.

Our AIG pull out enrichment classes also address this need, however, more learner selected projects incorporating their learning style and interests are utilized. We believe the enrichment class is a place where AIG students can stretch and extend their giftedness through project based learning, discussion, debates,

interaction, cooperation, sharing ideas, needs and feelings, and creations.

We have designed that the push in instruction works best for our first and second grade students. Students may be further grouped in the regular classroom based on the curriculum being delivered. We may push in in first or kindergarten if the teachers identify students that need more interventions. We also use MTSS data to determine flexible grouping needed in the classroom or in AIG.

Data is collected throughout the year through assessments to analyze progress towards academic goals. We also keep work portfolios in AIG as well as vocabulary journals that are passed on each year. This allows for the students and their parents to see the progress and to identify the areas that need improvement. We analyze attendance, behavior and social emotional needs to consider each student holistically. The K-5 students have an hour of SOAR a week, which involves an outside therapist that comes in the regular classroom to work on social and emotional instruction. We work closely with her, sharing a classroom with her twice a week.

* **Practice E**

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

The Mountain Community School endeavors to have weekly staff meetings and monthly staff development. These opportunities enable the AIG staff to present any relevant AIG information, regulations, and differentiation service and practices to the entire school staff (LEA) in a timely, frequent, consistent manner. The staff professional development, training, and planning meetings before the start of the school year also provide an avenue for presentation of differentiation methods within the core classroom, as well as information, review and updates of policies and procedures. There are other possible occasions during sectional K-2, 3-5, and middle school team meetings to share information as well. Emails, and formal or informal direct communication are always an option.

Board meetings, Parent meetings, Open Houses, Student-Led Parent/ Teacher Conferences, and our Annual AIG parent conferences (in which DEPs are signed and the AIG handbook dispersed) are all means by which information can be disseminated to other stakeholders. The AIG brochure is available to anyone on the information counter at the front office, our AIG Plan and Parent Handbook are available on the TMCS website to any interested parties, as well as, in the AIG room. Each AIG student's DEP is kept in the AIG office and is available to appropriate parties.

* **Practice F**

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

We are The Mountain Community School, but collaboration is our "middle name" and strongly contributes to our success. All of our teachers, staff, and administrators play an integral part in every facet of our school and "wear many hats" in the process. Communication and collaboration are key in enabling the realization, actualization, effectual functioning, and continuation of the many aspects of the educational services and opportunities, programs, specials, clubs, and extracurricular activities we as a small LEA provide. The commitment of our families and rapport with the community play a significant role in the effectiveness of these accomplishments.

As a K-8 Charter with a staff of 25, we are able to maintain effective communication between the teachers, support staff, and AIG team. This ensures the continual support of the AIG and Talent Pool students. Being a small community, knowing all of our students, AIG staff involved with the students and teachers of each grade, having good communication avenues in place, and the general availability of test results creates an environment where communication thrives.

Staff meetings allow the team to interact, lunches and breaks are often times where staff share issues and successes; becoming more than just colleagues but also mentors and friends. TMCS staff always find a moment to consider any student issues and help with ideas and solutions. Our EC teachers are active within the general classrooms, as well as being available for suggestions on behavior management, or teaching strategies. The SOAR (a behavioral, emotional, and social skills program collaboration with a local organization, St. Gerard's House) instructor and the school counselor are accessible for conferencing.

Within our school we only have AIG transitions between second and third grade, and fifth to middle school. Our transitions are rather seamless due to the size and closeness of the school community. TMCS values community and honest collaboration and communication which facilitates the AIG programming within the total school community.

High school transition:

A copy of each AIG student folder is sent with their school educational records to their high school.

AIG staff is available to conference and review records with the highschool AIG staff as necessary

We've arranged for the County high schools, and Blue Ridge community college early college representatives to come annually for an information meeting.

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

The Mountain Community School provides acceleration through various opportunities facilitated by the AIG program. A Math 1 course is taught middle school. We present the option to students and parents to use the NCVPS system to take High School Level courses and attain credit. Information is provided to the eighth grade students and parents in the form of letters or emails of the possibility of Credit by Demonstrated Mastery in the high schools of their choice. The Mountain Community School focuses on providing opportunities in the regular classroom that stretch the AIG student through effective curriculum compacting such as differentiation and tiered assignments. TMCS also provides enrichment activities and school competitions to add further rigor to the AIG program.

As needed at TMCS, students have been and will continue to be given the opportunity for grade acceleration. Grade acceleration would be determined by evidence in the form of academic and achievement markers and discussed by the AIG Identification/Advisory Committee, the parents, and the recommended student.

All students have a DEP based on their individual needs. We also keep portfolios and vocabulary journals that may be used for performance based assessments.

* **Practice H**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

TMCS strives to cultivate the potential of all of our students academically, intellectually and social/emotionally, as well as, in the K-3 sector of our school population. In K-1 we have educated the teachers on the profile of a gifted student and we let them reach out to us, if they feel a student needs additional intervention. In second grade, the AIG teacher pushes in and offers a variety of curriculum and instructional activities. Sometimes, selective grouping is used in the classroom to better meet the needs of learning potential. Most of the activities have some component of a social or emotional lesson built into the lesson. We use MAP testing to evaluate progress and to look for the advanced achievers. This allows the AIG teacher and the classroom teacher to observe students experiencing a range of different activities that will demonstrate a range of strengths. We also offer CREW days, which offer the first-eighth graders to sign up for activities that they are interested in. This offers a great way to foster creativity, curiosity and critical thinking. The AIG teachers have a group of first, second and third graders this year for a Make and Take Crew. This class lasts for an hour and allows all teachers to see the students in a different light.

TMCS is committed to addressing myths and misconceptions about gifted students and we will continue to provide the latest information on the latest trends to enhance the most appropriate instruction for all students. We work closely with classroom teachers to make sure that they are differentiating instruction in the

regular education setting to cultivate potential for all students.

* **Practice I**
Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

It is the goal of TMCS to provide all students with equitable access to AIG services and to educate the teachers to look for characteristics of giftedness in all students, especially the underrepresented populations. It is our goal to provide opportunities for all teachers to implement talent development in the regular classroom to ensure equity in all students. These opportunities could include advanced materials, allowing for independent learning and in-depth exploration of topics of individual interests. Teachers need to understand that gifted students have unique social and emotional needs and have the professional skills for promoting a “growth mindset” early in elementary education to help students embrace challenges and view setbacks as opportunities for growth. TMCS has a guidance counselor, St. Gerard house behavior specialists and a SOAR counselor that meet with students to help with social and emotional needs. The SOAR specialist works in the K-3 classroom to help with “frontloading vocabulary” dealing with social and emotional curriculum. We have implemented this emotional and social vocabulary in our PBIS expectations which we implemented this year. The AIG specialist is on the MTSS and PBIS committee and the expectations for behavior are posted in every classroom and enforced with the Mindfulness curriculum in the AIG classroom.

Middle school and 5th grade students have partnerships with the kindergarten students and reading buddies in first grade. We offer CREW, an exploration program for 1first-8th grade students to encourage exploration of ideas of special interest outside of the classroom. The students are allowed to sign up for a CREW of their choice. Field trips are planned for all grade levels and community outreach is also encouraged. Peer mediation was new this past year and has proven a successful means for students older and younger to problem solve without the teachers being involved.

Classroom teachers and Special Education teachers front load with Anticipation Guides, a schoolwide academic and social vocabulary, posters with expected and unexpected behaviors posted throughout the building. Transitions between grades are made easier, especially between Kindergarten and First grade and Fifth and 6th grades by having transition meetings in the Spring, Open House before school starts and gradual start dates in Kindergarten.

All teachers send home Summer exploration activities, and school and community camps are encouraged.

* **Practice J**
Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

TMCS implements a broad range of programs, activities, and extracurriculars to meet the needs and interests of all of our students and that contribute to the rigor for the AIG identified learners. The following programs are currently being offered at TMCS:

Enrichment electives (Exploratories) for Middle School

Archery

CREW

Math Foundations

Field Trips, including trip to Washington, D.C.

Girls On the Run (Elementary)/Heart and Sole(Middle School)

Mountain Trails

Adventure Trekking Club

Student Council

Leadership Class

Power Hour

Genius Hour

Muddy Sneakers

Global Read Aloud

Reading Buddies

Class gardens

Read-a-thon

Grade Level Service Projects I

Fun Run

D.A.R. Essay Contest

Carl Sandburg Poetry Contest

AIG Field Trips

Raising of the various animals including butterflies, trout, ducks, and tadpoles

Pets (dogs, aquariums, rabbits, poison dart frogs, geckos, lizards)

Peer Mediation

Special Arts Club

Halloween Trunk or Treat festival

Math One

We offer the Summer Bridge Reading program over the summer, as well as four weeks of Summer School which is voluntary for Reading Enrichment for struggling readers in grades one through three.

We partner with outside organizations such as the Boys and Girls Club for afternoon camps.

TMCS strives to offer an academic and social extracurricular curriculum to promote and expand student needs. Anytime we do something like this we ensure that all students have equitable access to the activity.

One of our biggest activities has been participating in The Global Read Aloud the last four years in th AIG classes. We have participated in grades three through eight reading at least three different books with students from around the world. We exchange post cards both by mail and digital and post a display of a large map of the world with all the postcards so that the entire school can see. This program has sparked the ideas of adopting an elephant and calf from Kenya to sending water filters to Haiti. We have zoomed with classes and even had a Zoom with an elephant orphanage in Nairobi. The students have brainstormed fundraisers to earn money for us to participate in outreach.

We have offered after school field trips for all the different grade levels the last few years:

Partnership with the local library with plays, clubs, a lecture on a nearby elephant sanctuary-which resulted in the second graders watching on a live camera daily and sending cards to the sanctuary.

We have a local escape room that we attend each year.

We have attended after school movies.

Pot lucks and an evening of fairy tale plays performed by the students.

The fifth graders have presented a holiday play followed by a nice reception for their parents and office staff.

We have made goods and sold them for a holiday fair. Some of this money went to the purchase of supplies for Haiti and for our AIG adoption of an elephant and calf.

Middle school students have a partnership with the kindergarten class each year. Through this partnership the kindergarten students draw their dream reading buddy. In turn, the middle school students research a topic of their choice and use the information to write a children's book. After the book is complete, they create a replica of the drawings and sew a reading buddy out of felt for a kindergarten buddy. We present these to kindergarten and read the stories together. Each kindergarten student receives a book and a buddy. The middle school students have a celebration afterwards.

Students have at least four opportunities during the school year to demonstrate knowledge gained through the year. This is conducted with the student portfolios and usually takes place on the parent/student conference days.

*** Ideas for Strengthening the Standard**

TMCS strives for an educational environment where students are inspired to academic excellence and discovery. Teachers, parents, students, and the community work together to honor individuality and differences, nurture respect for self and others, and foster a life-long love of learning. TMCS is supportive and focused to strengthen the school through the AIG Gifted Program. TMCS will utilize the established AIG committees to initiate conversations and facilitate the best practices for AIG students. TMCS is committed to staff in-service and the gathering of research based resources and certified personnel that can provide an AIG program that meets the needs of the AIG students in their academic, intellectual, social, and emotional growth. Adherence to comprehensive programming will occur through:

1) TMCS will provide enrichment and push-in AIG services.

2) TMCS will engage AIG students all day, every day through its philosophy that all students should be inspired to academic excellence and discovery.

3) TMCS will administer an AIG program that parallels the NC-SCOS.

4) TMCS will provide in-service and resources on differentiated instruction.

5) TMCS will hold transitional meetings and ensure a smooth continuity between grade levels.

6) TMCS will provide times of collaboration for teachers

7)TMCS will have regular AIG Identification/Advisory Committee meetings to ensure that students are given the opportunities for acceleration as needed.

8) TMCS will have specific methods in place to enhance traditionally underrepresented AIG populations to be served and supported.

9) TMCS will develop best practices for effective instruction and the growth of AIG students. Frontloading will be a new area of focus.

10) TMCS will continue to explore and offer extracurricular programs both during and outside of school hours.

Planned Sources of Evidence

*	Lesson Plans
*	NC-SCOS alignment with AIG program
*	Resources for AIG purchased during the Plan Cycle
*	Staff Training on AIG: Sign-In Sheets
*	Minutes of Meetings held with AIG Identification/Advisory
*	Committee Team Meetings: Notes
*	Strategies Implemented to Serve Under-Represented AIG Populations
*	Brochures, photographs and artifacts in the classroom to demonstrate extracurricular activities and community outreach.
*	PBIS Expected Behavior Posters across the school. Celebrations for PBIS every quarter. MTSS Data

Documents

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

Standard 3: Differentiated Curriculum and Instruction

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

* **Practice A**
Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Because academically intellectually gifted children can comprehend and apply the curriculum at a faster pace, plans must be in place that assure them of additional time for in-depth study and dealing with complex curricular themes and issues. Curriculum modifications must directly address the academic content area(s) in which the students' strengths are identified. The NCSCOS will be adhered to and further instruction adapted that will be delivered at a level commensurate with ability and performance. TMCS' AIG program provides differentiation in reading, writing, and mathematics to align with North Carolina's accountability and growth. It goes beyond the NCSCOS standards to develop challenging levels of divergent thinking. The differentiated instructional placement is based on the assessment of the students' affective and academic needs. Multiple program options address tiered 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 using critical and creative processes. This contributes to developing habits and thinking strategies needed to be successful, responsible citizens, and independent, life-long learners. Students 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, social, and developmental needs.

Differentiated instruction is taking place in the regular classrooms, utilizing enrichment, extension, and acceleration. Pull out AIG classes for each grade level allow for increased vigor, and identification aligned instruction and projects that also follow NCSCOS requirements. The pull out intervention also allows a chance to better develop social and emotional needs of the individual students. The classroom teachers and the AIG specialist will follow the Standard Course of Study K-8 in all instruction. Collaboration during staff/team meetings will provide needed time for the staff to analyze student achievement, learning profiles, and upcoming classroom standards to determine how the AIG students can best be served. Types of services will include enrichment, extension, acceleration, or curriculum compacting. Ongoing staff development and communication is in place so that all teachers will receive coaching on differentiation in the classroom which will enable a more solid demonstration of "Gifted: All Day, Everyday."

The AIG specialist/staff will participate in regional AIG meetings and the annual NCAGT state meeting to collaborate with other AIG specialists in the state. The regular use of the NCDPI Division of Advanced Learning website will allow the AIG specialist to stay current with best practices for AIG and continued communication with Stephanie Cyrus, Beth Cross and Dr. Chrissy Brown Associate Directors of the NCDPI/AIG will enable the AIG specialist to receive continued information about state opportunities to connect and share with other AIG specialists.

* **Practice B**
Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

TMCS is a small charter school that depends on strong teamwork and collaboration. The AIG Identification/Advisory Committee and the Administration have worked diligently to assist with the communication, evaluation, planning, and development of the AIG program. TMCS is committed to providing a variety of

service programs. The academic environment will include heterogeneous grouping with differentiation, cluster grouping with differentiation, enrichment class, consultative support, grade acceleration, and flexible grouping. The enrichment content will provide multi-step problem solving, problem based learning, creative reasoning, advanced verbal reasoning, and deductive and inductive logic. Co-teaching will be utilized that will employ best practices to address a range of learning needs. The AIG specialist will push-in to classrooms to provide support for AIG students during regular whole group instructional activities.

Pulling out small groups of students will facilitate accelerated learning or special projects in alignment with the SCOS. TMCS already utilizes expeditions, reciprocal teaching, Genius Hour, Math Foundations, and a TMCS Middle School enrichment hour to capitalize on the learning process in the regular classrooms. TMCS has provided the information for the opportunity for 8th grade students to take advanced coursework via the North Carolina Virtual Public School. TMCS will continue to focus on meeting the needs of the middle school students that are ready for accelerated high school classes in middle school. We also intend to build

future ready skills through providing Chromebooks, iPads, and offering “hour of code” during AIG enrichment. Student Interest Surveys will be an integral part of guiding the curriculum during AIG enrichment pull outs. TMCS will continue to increase these types of challenging and enriching opportunities based on student interest.

* **Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Presently, a variety of research-based resources are available to all students at The Mountain Community School. TMCS bases the curriculum on an expeditionary learning model. This model is based on project based learning and hands-on experiential and outdoor learning. TMCS is located by a 50 acre recreational park (Jackson Park) which is frequently used as the classroom setting. Field trips are encouraged and the students are engaged in many hands-on learning experiences. In addition, the Mountain Trail Outdoor School provides students with additional time to experience science in nature. Semi-annual school trips are conducted to Washington, D.C., so that students can visualize their learning at the nation's capital. These activities, along with after school clubs and enrichment classes during the school day, augment the curriculum and instruction. In staff surveys, the staff stated they want to utilize research based supplemental resources that would be provided for serving AIG students. The AIG resource library is brand new to TMCS and it is a priority that researched based supplemental resources be purchased and made available to all staff. The NCAGT Annual Conference provides many workshops and resources that can be implemented with AIG students. The availability of Chromebooks provides online offerings that are supported and/or monitored by licensed teachers. The North Carolina NCDI Division of Advanced Learning website provides lesson plans and resources for the gifted students, and North Carolina State University provides Learn NC that includes AIG lesson plans and resources. TMCS also uses Problem Based Learning as well as Big Ideas for Little Scholars resource. All teachers are trying to employ more front loading. This strategy is favored as it enhances understanding, promotes confidence , reduces anxiety(prominent in gifted students), fosters independence and supports behavioral management to name a few. We have become a PBIS school this year and we continue to strive to promote expected behaviors with a clear vocabulary that is visible in all classrooms and to decrease the stress of transitions between classes and curriculum.

This standard is a much needed funding target, so that TMCS can build resources that will meet the needs of the gifted learner. TMCS is committed to training and professional development that can be supported on campus and through professional distance learning. Participation is already in place for competitive programs, such as Science Fair, Sum Dogs, ABC learning and various writing competitions. It is the intention of TMCS to continue to seek opportunities which will allow gifted students to work with other AIG learners outside of the school. One particular strategy has been participation in the Global Read Aloud the last four years. TMCS will continue to develop after school opportunities for AIG students. These opportunities will be interest based and will promote the opportunities for field trips or community outreach locally available.

The AIG teachers have a strong connection with the Student Services department to ensure that our twice identified students are receiving all the services and resources needed to meet the social and emotional needs. This includes our partnership with St. Gerard House and outside counselors. The AIG specialist is a part of the PBIS team as well as the MTSS team. We gather regularly with the intention of monitoring relevant social-emotional data as well as to plan our PBIS reward celebration which are held every nine weeks.

Special units of study are designed to enrich the curriculum in the classroom. Each year a unit of “What it Means to Be Gifted” is used for our third graders entering AIG. This material is also shared with the parents as we work through the unit. Articles that are new and pertinent to parenting gifted students are also shared with the parents and instructional staff.

* **Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

TMCS believes in the use of technology and project based learning to give all students multiple opportunities to think critically, collaborate, communicate, and create products using media, information, and technology skills. TMCS is building the technology program at the school via use of the chromebooks and iPads. The students utilize grade-by-grade level instruction and skills to become competent in their skills to research, dialog, and apply service learning. Classroom teachers and the AIG specialist will foster the continued development of these future-ready skills. By providing technology mediums and software, students can learn to investigate, research ideas, collaborate with other students, and create products to demonstrate their learning. The AIG specialist will provide opportunities for students to interact with professionals, other AIG students from around the world, and community stakeholders to solve real world issues. One specific way that we do this is participating in the Global Read Aloud. Students are interacting with other AIG classes via Zoom and with electronic postcards. We read the same books and use CANVAS to share answers with schools all over the world. Students also have the ability to ZOOM with the authors of the books being read. AIG enrichment class also allows for coding and 3-D digital printing for students interested in pursuing computer science applications.

The outdoor science learning at TMCS utilizes the scientific method in real world scenarios and with real scientific equipment. Students have taken part in maintaining classroom flower or vegetable beds. Each Wednesday we also incorporate mid week Mystery Science, which offers content and ideas for science exploration outside of the classroom. We also play a variety of games that involve coding, escape rooms, progressive puzzles, Critical Thinking.com, a weekly challenge and various board games designed for gifted thinkers.

The continued use of deductive and inductive logic, critical thinking skills, and advanced verbal reasoning with the AIG specialist will provide more support as these students continue with college and career readiness in their future. Each Tuesday we complete a Wordle challenge, The students love this and have started completing the daily Wordles outside of the classroom. We also use the word each week and have a quick grammar lesson using the word in a sentence, identifying the parts of speech and diagramming the sentence. This has been especially well received by the eighth grade students planning to take Honors English in 9th grade. Most have received very little grammar instruction before middle school. We have also incorporated the Murdle curriculum , which is where students are given real life crime scenarios and have to work like detectives to solve the crimes. We call this Mystery Monday.

TMCS provides an enhanced technology infrastructure that supports multiple devices being used in the classroom: therefore requiring no need for a designated computer lab setting.

* **Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

For TMCS to differentiate classroom curriculum and instruction for the AIG population, TMCS must use best practices in the school that are related to the data. Surveys of stakeholders, test assessment tools, and other data will provide TMCS with clear school data to be utilized in the differentiated classroom curriculum and in flexible grouping practices. The regular use of ongoing assessments to plan and differentiate curriculum and instruction for the AIG learners will help TMCS to move forward and provide the best practices. It is a goal of the AIG plan to use the data to determine how the AIG students can best use flexible grouping practices that best meet the needs for instruction. The tools that will provide on-going information include:

MAP

NC EOG Tests

CogAT

EVAAS

iReady

BOG and EOG (3rd Grade)

Student Portfolios

Teacher Inventories

Teacher Feedback

Teacher Surveys

MTSS data and PBIS data

Collaborative planning conversations take place with the classroom teachers as best use the data. The AIG teacher offers research based tools and materials for regular teachers to differentiate instruction in the regular classroom. The AIG specialist also pushes in the K-2 classrooms.

The setting for differentiation is pull-out for 3-6. In grades 3-5, classroom teachers and the AIG staff review data and make purposeful grouping during the pullout time. Several small groups are pulled at the same time each day which allows for more differentiation and a more focused environment on the unique social and emotional needs. In AIG, we make time for durable life skill activities, some being mindfulness activities, team building games, socratic seminars and a lot of frontloading expected and unexpected behaviors. We really focus on a growth mindset. We have posters in the classroom to promote an “I Can” attitude. We also spend time each week being mindful and practicing techniques that make the students more aware of their thoughts and feelings . We offer techniques for helping them to implement them in their own lives as needed.

* **Practice F**
Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

It is TMCS’ goal to utilize and collaborate among the classroom teachers, EC staff, outside student support services that are contracted from St. Gerard House, and AIG staff to provide rigorous and engaging differentiated instruction at all grade levels. The AIG specialist will participate in after-school staff meetings, lunch meetings, professional development and is available during the school day to answer any questions or provide resources as needed. The specialist is also on the MTSS/PBIS committee which meets regularly to support all students.

Big Ideas for Little Scholars curriculum is used and the AIG teacher is a part of the Facebook group Teachers of Gifted Learners. Ideas from this website are frequently shared and implemented in my classroom.

The AIG specialist attends the IEP or 504 meetings of those students that are twice exceptional. She also attends meetings with the Behavioral Specialists and implements behavior plans for the students needing them in the AIG classroom. The AIG team also attends parent conferences with the classroom teachers, as well as meeting with the parents in the AIG classroom.

The staff is communicated with during lunch and common planning times. Students keep work portfolios in regular classrooms as well as in the AIG classroom. These portfolios are reviewed during parent conferences as well. Student work is showcased and rubrics are provided for all students so that

expectations are consistent and clear for all students.

*** Ideas for Strengthening the Standard**

TMCS presently utilizes learning through expeditions. This model is a learning by doing, with a particular focus on character growth, teamwork, and reflection. It is a learning theory that fosters curiosity about the world, creating learning environments that provide topics of interest that foster meaningful thought and require deep investigation. The students study the big ideas in an integrated curriculum that allows the students to experience their learning and to work on projects. Because the AIG identified students clearly as having superior academic or intellectual ability, the availability for a space in which to work, challenging resources, and additional technology would challenge and meet the needs of these students. The most important way that this standard can be strengthened for TMCS is the need to establish a comprehensive AIG library of resources and tools to be used by the AIG specialist and the staff. Resources also need to be available for parents in understanding the gifted child in the academic, intellectual, social, and emotional areas. Staff in-service and training will equip the staff with improved understanding and training to teach the gifted student in the regular classroom. The utilization of a push-in and pull-out program will enable the AIG specialist to co-teach with the regular classroom teacher or to add rigor and enrichment in the resource room. And finally, the funds in which to purchase additional technology tools are needed resources to strengthen the AIG program.

Planned Sources of Evidence

*	Classroom observations of differentiated services Observations of small group sessions
*	Observations and Notes from Team Meetings
*	Records of dual enrollment, use of NCVPS
*	Libraries in Henderson County that are Used
*	Records of Professional Development
*	Plan and Implementation of School Certificates for AIG
*	Flexible Grouping Lists
*	Master Schedules that Indicate Flexible Grouping Time

*	Student Work Products
*	Formative and Summative Assessment Data
*	DEP's

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	AIG Standard 3 Additional Resources

The Mountain Community Sch (45A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

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

The AIG coordinator/specialist has worked with the administrator and the advisory committee to guide, plan, develop, and revise the AIG program.

The coordinator specialist has met with administration and has a clear and comprehensive outline of coordinators roles and responsibilities. The roles of coordinator are communicating with stakeholders, teachers and support staff, both in the school and contracted behavior support, implementing DEP's, and planning/delivering curriculum that is engaging, challenging and tailored for individual students needs. The coordinator is also expected to meet the specific emotional and social needs of the students.It is implemented under the direction of the administrator and TMCS Board.

The AIG coordinator/specialist works with the state leaders in AIG to obtain further assistance and suggestions reviewing the AIG program at TMCS. The AIG coordinator/specialist/staff attends state, regional, and state and national AIG conferences to stay current with the strategies and implementation of the local AIG program and plan across the state and across the nation. The coordinator is also expected to stay abreast of the latest research on teaching AIG students.

The coordinator will collaborate with other charter schools AIG teachers to collaborate and advocate for AIG students.

The coordinator serves on the MTSS/PBIS teams

Some other duties are:

Overseeing the screening, referral and identification process

Maintaining student records

Providing leadership and communication with all TMCS staff regarding AIG students at all grade levels

Developing, monitoring and upholding the Local AIG plan

Advocating for all AIG students

Providing community partnerships and opportunities for outreach

Providing information to teachers and parents on the latest research on raising and teaching gifted students.

Providing a handbook for staff and parents

* **Practice B**
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

The current support personnel is an AIG coordinator and an assistant. The day is spent in direct instruction Monday through Thursday with pull out groups of third -8th graders. The AIG teacher pushes into K-2 as needed Tuesday and Wednesdays. The blocks are 45 minutes 3-5, 30 minutes K-2 and an hour twice a week for 6-8. Collaboration with the classroom teachers takes place during lunch Monday and Wednesdays. Planning also occurs on workdays and after school. MTSS/ PBIS meetings are also during lunch or after school once a month. We are currently a Charter school, K-8, with one AIG coordinator/teacher and an assistant. Enrichment programs, field trips , and competitions are usually after school, with some being late in the school day. We hold IEP meetings or 504 meetings during the school day or on parent conference days. The assistant supervises middle school lunch and recess and snack for one grade level. We share an hour of planning daily.

The AIG specialist directly provides services and resources to students. Students are also supported by services for support personnel in the EC department and our Behavior partner, St. Gerard.

The AIG specialist and assistant attend with state and regional teachers to strengthen services designed to meet the needs of our gifted learners.

Professional books and articles and resources are read and shared with classroom teachers and parents to make sure that the latest research is being used to meet the needs of all students.

Collaboration occurs with school level leadership and support staff through MTSS, PBIS, Behavior Specialists and EC staff to ensure that all needs are being met. We document this through Behavior plans, IEP's , DEP's , EC time out areas and St. Gerard in class and individual counseling.

* **Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

TMCS will provide a series of professional development sessions for the school staff each year. The plan will be added to the sources of evidence and kept on file with the AIG coordinator/specialist and the administrator. The training will be conducted by professionals that train at the school or with online training. The training will focus on differentiation and best practices for the gifted. Professional development for the AIG specialist/staff will continue both regionally and in state-wide meetings, such as the North Carolina Association of the Gifted and Talented Annual Meeting and NCDPI/AIG training. All of this will be monitored through professional development sign-in sheets and CEU credits.

Teachers will be provided with support curriculum, collaborative meetings and research on teaching AIG students.

Data will be reviewed by all internal support staff to ensure that differentiation is meeting the needs of all students. Techniques will include front loading, PBIS expectations, differentiation , brain friendly exercises, mindfulness activities, and the appropriate use of student data.

Parents /Guardians will be provided the same kinds of information to support the AIG learners at home.

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

It is the goal that the teaching staff of TMCS all receive AIG professional development throughout the year. The administration will provide annual workshops during in-service training. TMCS hopes to establish the requirements for a school AIG trained certification for regular classroom teachers. Since all grade levels consist of one teacher and one classroom at this time, it will be necessary to train all staff that work in the regular classroom. Funds will be marked for staff development. TMCS will provide funding to support new AIG add-on licenses for interested teachers. Documentation of AIG training will be kept with sign-in sheets, certificates of completion of in-school credit, and North Carolina teaching certificate licensure for teachers that decide to obtain state certification.

All classroom teachers will have a clear process for AIG placement in the regular classroom to ensure that effective service matches delivery. Cluster grouping will occur in the classroom and for pull out services.

Systems will be in place to monitor progress of the students and information will be shared with those personnel as appropriate.

* **Practice E**

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

TMCS will provide professional development during each school year to address this goal. Professional learning opportunities focused on AIG best practices will be provided for differentiated instructional strategies, use of data to inform practice, and content knowledge. The gifted specialist will collaborate with the regular teachers by communicating best practices from regional and state workshops. The AIG specialist will also work with the classroom teachers to suggest resources and websites that address the best practices for the gifted students. Such websites include the NCDPI Division of Advanced Learning and Learn NC. Also, the administrator will provide professional development opportunities for all staff and the specialist.

Encouragement for teachers to add-on an AIG license will be encouraged by school personnel or administration.

* **Practice F**

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

TMCS will have regular team meetings, so that the AIG Specialist and the regular classroom teachers can communicate and provide mutual support, most of these will be during lunch or after school.

During this time there will be opportunities to:

-Plan differentiated activities for AIG students in the regular classroom. -Collect data on the impact of these activities and reflect on continuous professional growth.

-Reflect and analyze MTSS data and PBIS data

-There will be a schoolwide focus on front loading The AIG coordinator will provide research on the effectiveness of this strategy and how this fits into our new PBIS curriculum.

-Teachers must be reminded of myths and misconceptions of gifted students so that all populations of students are recognized and considered for AIG.

-Continue professional development of student equity and excellence to collaborate with PBIS goals.

*** Practice G**

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

TMCS will ensure that the AIG perspective and mindset is clearly identified. Latest research and implications will be accessible to all school personnel. AIG staff will work to change mindsets on AIG identification. The AIG staff will also work with classroom teachers to suggest resources and websites that address best practices for differentiation.

AIG staff will demonstrate leadership by serving on various teams within the school as well as attending regional and state meetings.

The needs of the AIG students will be connected to the School Improvement Plan and the PBIS plan. Professional activities will be available accordingly. Websites include the NCDPI Division of Advanced Learning and Learn NC.

TIme built for coaching classroom teachers will be available during the school day

The AIG coordinator will continue to search for best practices, engage with other AIG teachers through Gifted student websites, and implement materials for quality instruction.

MTSS and PBIS framework to effectively use a variety of school based personnel to best integrate the perspective of gifted students.

Through developing master schedules, utilizing surveys, meeting in the AIG Identification/Advisory Committee, and continuing to have discussions and planning time with the AIG Specialist, the Administrator, and the Staff, TMCS can begin to expand the training for the staff working with gifted students. We will continue to research opportunities for in-service training and in-school certification for all of our teachers concerning the needs of the AIG population. Funds will also be provided to encourage more teachers to earn a state license in AIG.

*** Ideas for Strengthening the Standard**

TMCS can strengthen the program by:

1) Carefully consider the AIG program as schedules are developed for the next school year That best meet the needs of all AIG students.

2) Allow sufficient time for inclusion and enrichment by the AIG Specialist.

3) Provide exceptional professional development that supports the regular classroom teachers.

4) Target low-income students in the K-2 period, so that these students can be given support by the AIG Identification/Advisory Committee (economic resources, study skills,mentor help, peer mediation)..

Planned Sources of Evidence

*	Professional Development enrollment and CEUs Alignment of AIG related PD with school goals
*	Transcripts showing licensure add-ons
*	Team meeting agendas and minutes
*	Regional and State Meetings - Minutes and Documentation
*	Collaboration with Other Charter Schools on Best Practices with AIG: Evergreen, Brevard Academy
*	Specific strategies documented and targeted for low-income students MTSS/PBIS data

Documents

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

The Mountain Community Sch (45A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

TMCS, Community is part of our name. We work as a whole to enrich and make our school successful. Our community of parents offers a diverse background of ethnic groups as well as having so many different life experiences and hobbies. We encourage parents to share this within the AIG classroom. We have parents as guest speakers. We also have had parents prepare foods from their culture. They help with driving and chaperoning on field trips, which is helpful since we don't have a bus.

We have tremendous support from our parents and families. Most giving many more volunteer hours than the expected 3/month/family There are many school wide, class, or multi-grade social events at TMCS, in which parents and families are involved. These activities also contribute to our sense of community, as well as, the social and emotional well-being of our AIG learners. Some ways in which parents contribute to our school community are:

- An annual school wide Pool party/potluck, dinners at our local Elk Lodge
- Dance Chaperones, decorators, food servers, DJ and photographers
- Grade Levels supply lunch for the staff once a month
- We have parents that manage our Facebook page
- Volunteer for our book fair twice a year.
- Movie NIghts
- PBIS Celebrations
- Races/5 K’s
- Clothing Swap
- Tutors
- Ground Maintenance

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

The AIG staff utilizes many avenues to keep our stakeholders: AIG students/parents/families, and the school and community informed regarding our AIG program, plan, gifted policies, and opportunities. Our AIG plan is on the school website and is available in the AIG room. We are really planning to involve more parents in the plan process. We are going to ask readers for our school plan and encourage our AIG parents to serve on our executive board. We currently have three parents on the board and they have been very supportive of our program.They have helped purchase books for our participation in the Global Read Aloud, games that are recommended for AIG students, chaperones for field trips, as well as provided scholarships so that all the students can participate in these trips. Their actions have helped with enrichment of the curriculum, especially with the books for the Global Read project. We have been able to collaborate with students across the globe, as well as provide service activities with local agencies as well as globally.(Clean water project and Elephant sanctuary). We also extend our program by using services from the public library, having community speakers visit our classrooms and visiting community centers that are within walking distance of the school. We also share novels with one of our middle schools so that we can offer a broader selection of books and novels, as we have a very small budget. We do write and receive Rotary grants from our local chapter.

The AIG specialist/staff will represent the school at regional meetings as well at the state conference for the gifted policies for AIG. A website for AIG will be created at TMCS with AIG news and activities. Letters and Resources that are available form the National Association of the Gifted and Talented and the NCAGT will be made available to parents as links on the AIG website. The AIG Identification/Advisory Committee will meet regularly to update TMCS AIG Plan. Parents will also be encouraged to be a vital part of this committee and to read over the new plans. Parents will also be invited in to showcase projects, attend plays, and help facilitate schoolwide PBIS celebrations.

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

This practice is the one that we need to improve upon in the next plan cycle. The goal of theTMCS AIG Identification/Advisory Committee is to meet regularly to help develop, implement, and monitor our local AIG program. The AIG Identification/Advisory Committee is instrumental reviewing annual AIG student/parent, and staff surveys. The committee consists of the administrator, the AIG specialist and staff, a middle school and elementary classroom teacher, the special education teacher, a parent, and a community representative. There are three parents of AIG learners on The Mountain Community Board. They are aware of and keep abreast of our program. It is our goal to get more parents involved in the planning and implementation of our AIG goals. We have had such extreme administrative turnover the last three years that this group has had a hard time meeting and staying somewhat stable.

We will involve the parents of the AIG group at the school with regular meetings. We already have community collaborations in place through Saint Gerard house, The City of Hendersonville, and the public library. We are working toward others, and are establishing a list of community members and resources that can also support the AIG program.

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

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

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

Parents/Stakeholders will be made aware of our Local AIG Plan and will be able to review it if they desire. We are hoping to get more parents involved in our plan. We will give all the parents of AIG students the information on the range of services offered to their students at the beginning of the school year when they sign for services. Parents will also be encouraged to attend student led conferences and to review the work portfolios in the AIG classroom at least four times a year.the

The modes of communication that will be used to notify families of AIG opportunities will be Google classroom, parent letters, automated phone calls, a school website, virtual meetings and parent conferences. To date we have not encountered the need for alternate native language usage. But, if/when it is necessary we have access to an ESL teacher, several German as a first language parents, and we will seek access to any other language speaker/ writer as is required to keep continual, open communication with all of our families in their native language. We also have automated calls in Spanish.

We also post pictures of student projects, field trips, and special recognitions on our school website as well as on each grade levels' website. We have pictures showcased in our classroom also. We also have certificates and pictures posted of our community outreach projects posted in or outside of our classroom.

We also use our local newspaper and radio station to inform our community about activities at TMCS

*** Ideas for Strengthening the Standard**

Continued Solicitation and Involvement of the Community Members in working with the AIG Identification

More Parents involved to read plan and serve on Advisory board

Get to know our new administrator and have him on board with our AIG program.

Search for more community enrichment opportunities for trips, volunteers and speakers.

Continue outreach and possible partnership opportunities with the other charter schools that are nearby.

Stay abreast of best strategies

Planned Sources of Evidence

*	AIG Projects Newsletters, Fliers, Brochures
*	AIG Identification/Advisory Committee

*	Media -Radio Station
*	Websites for AIG and TMCS
*	Programs from Events
*	Rosters from AIG Meetings
*	Certificates from Service Project or Community Outreach Projects

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

The Mountain Community Sch (45A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

* **Practice A**

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

The AIG staff, Identification/Advisory committee, with input of staff, and AIG students and parents, has worked hard to establish, create and write an AIG plan (and program) that is aligned and in accordance with state legislation and SBE policy (N.C.G.S. 115-C-150.5-8 (Article 9B). The current 2025-28 AIG Plan has been reviewed by our principal, approved by The Mountain Community School Board and sent to SBE/DPI for review and comment.

Considerable effort has been used to reflect on Article 9B, the North Carolina AIG Standards, and to reevaluate TMCS' plan and AIG program. Used for this endeavor were student and parent surveys, teacher input, testing and achievement data, and wisdom and research of other AIG educators. We have also looked at criteria for our county (Henderson County) as well as requirements for the charter schools closest to us. We have had several administrative changes these past two years, which has led to instability in the vision we have for a school program. However, saying this the interim administrators gave us valuable feedback in the ways their former schools implemented an AIG program. This has promoted some positive feedback for us, especially with our scheduling with Middle School.

Scheduling primarily for middle school posed difficulties , which we changed this year which have strengthened the time and service we were able to offer. We have noted that this is still an area that needs to be strengthened as we enter a new plan cycle. We have revamped the components of our identification criteria for increased pull out enrichment and talent development for K-2, and improved our method of identifying under-served populations through an Identification Matrix that allows extra consideration for the under-served populations, and the possibility of non verbal testing such as the Naglieri or CogAt for identification in K-1 if needed. We have determined that if we have students that qualify in this grade range we will push in and consider these students as talent development. We will wait until third grade to formally identify them.

We are planning on strengthening our team to involve more stakeholders, hoping to secure a permanent administrator, and more parents involvement. We have strengthened our team meetings weekly and have had many discussions with teachers on academic data as well as MTSS data. The AIG teacher/coordinator attends these meetings and is a member of our new PBIS team. We are trying to use this data to prove the effectiveness of a school wide positive intervention system. We also look at guidance referrals as part of our PBIS data, as well as MTSS.

We do use parent feedback, students feedback and current data trends to provide program effectiveness. We are also using AIG supportive websites and blogs to discuss channels of communication with other AIG programs across NC as well as the US.

At TMCS we are committed to insure our AIG plan and program adheres to Article B, the state standards, and the maxim: "AIG; All Day Everyday ", to meet all of the needs of all of our gifted learners We want our AIG students to feel rigor, acceptance, and that they will be leaders as they go on to high school, college, and enter the workforce.

We want to continue using surveys, parent conference feedback and information from state and regional meetings to evaluate our program and make improvements as needed. We also want to continue to use a variety of assessment data, including work portfolios and classroom observations for identifying a group of talent development services so that all students have equal chances for displaying giftedness.

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

The Identification/Advisory Committee, administration, and School Board oversees the formulation of our AIG plan. They continue to monitor to ensure our program adheres to, and is in accordance with state legislation, and is implemented with integrity. This will take place on an ongoing basis, and has taken place as we have had to change some things as we have had administrative changes. We want to identify clear roles within our team of who will take more accountability in making sure that the needed changes take place. But, will also recognize our successes and provide the means for those successes to remain in place. The administration and AIG Identification/Advisory Committee take an active role in providing support, input, and suggestions for implementation of our plan and program. The principal expects an AIG program based on integrity and in the best interest of our AIG learners. The administrator will conduct routine visits and be in continual communication with the AIG specialist to assess the quality of the implementation of the AIG Program. Our AIG plan is not only an official document, but a familiar, living, intergel working guide to our program and to our school. Engaged students using critical thinking skills and tools, as well as projects, assessments, maintained high grades, and test data from EOGs and MAP will all be a means of determining if AIG students are meeting expected growth.

The AIG specialist and staff attend state and regional AIG meetings, and NCAGT conferences, and they attend the NCDPI/AIG emails, webinars and updates, to ensure we keep abreast of any new legislation, directives, or research. TMCS is mindful of the AIG Plan Standards and Article 9-B and is committed to adhering to them. We will continue to make updates and revisions as needed through the plan cycle.

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

TMCS will properly use the designated State funds for the local AIG program according to state policy. The administrator and financial officer will budget, monitor, and oversee the distribution and use of all AIG funds in accordance with the mandates of the North Carolina Department of Public Instruction/AIG. It is duly noted that all charter schools receive statewide AIG funding through the general charter school allotment. The funding available is presently used toward the salaries for a part-time AIG specialist/ teacher and a full-time assistant teacher, and additional money for materials, and teacher in-service training. The total amount allocated is $15,500 to use for the AIG program.

The AIG coordinator advocates for use of other program funding primarily grants from the Rotary Club and other local programs. We have also been allocated funds from the scholastic book fair and other fundraisers organized. We recently used some money from a Safe Schools grant for furniture that made entrance and exit procedures in our classroom safer and more accessible for all students.

The budget is reviewed monthly to make sure that expenditures are aligned with the AIG Plan. Money has been moved from other accounts in order to support the needs of a successful program, ie: books, supplies and furniture.

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

The AIG staff maintains a school-wide spreadsheet to keep abreast of all student achievement and growth, including our AIG learners. It is reviewed, analyzed, and acted upon, as new data becomes available. EOGs, MAP, and other assessments we use to identify areas of strength, and needed growth. Teachers, administrators, and staff can access the spreadsheet as needed. Gemini is another avenue for pertinent information. The AIG student file, kept securely in the AIG classroom, also contains data on achievement, growth, and samples of quality work. (Work portfolios)

At TMCS the policy is once AIG always AIG. Though advanced learners may be served in various ways. If it is determined that it would be more beneficial, for the time being, for a child to remain in their core classroom, rather than pull out enrichment, that can be arranged. When students choose to drop out of the AIG program, an intentional plan will be put in place, so that communication with parents, teachers, administration, the AIG specialist, and the student will continue. The AIG specialist will document the reason for the student exiting the program. Exited students will be followed informally. Documentation of student growth in AIG and drop-out information will be readily available to the staff.

Updates are made throughout the school year on the state of the AIG program. These updates occur during common planning times, MTSS or PBIS meetings. We also review data during IEP meetings with the supporting team during parents conferences. Data can also be reviewed with parents during the parent student conferences four times a year based on parent request

Being a small school enables good opportunities for casual communication for sharing and discussing student needs and growth. We are a close knit school, and know each other and all of our students. Each of us is involved, wear many hats, and have a stake and vested interest in the welfare and growth of each learner. Through our community partnerships at St. Gerard and our SOAR teacher, we are able to look at each student and their whole being, meaning we have layers of support in place.

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

Using the school wide data spreadsheet at TMCS, we are able to continually monitor the progress of all of our students. The AIG department highlights our students in order to directly monitor AIG learners.

With a total of 51 students receiving AIG services, our team is seeing over one fourth of our school population in a week.

(Out of that number have been identified and are talent development). It is equally easy to monitor the underrepresented populations. TMCS will use the data for the top 20% of each subgroup with the goal of

including all AIG students. The culturally/ethnically diverse and the English language learners' data will be given a second look to ensure that AIG students are identified and served. Alternate non-verbal testing will be administered when needed. Since approximately 30% of the school's population is economically disadvantaged, we will work to target and identify the potential gifted students, to serve and support them. A special education specialist is a member of the AIG Identification/Advisory Committee and she will be utilized for identifying markers of gifted children that might be twice-identified. Based on test data and classroom performance, clearly highly gifted students will be given the services needed to excel. Presently, advanced math is provided to a group of highly gifted learners at TMCS. (This class is available to any student who would like to take the course

Documentation will be filed in folders for each of these students from underrepresented populations. The files and spreadsheet will be reviewed by the AIG Identification/Advisory Committee and administration.

* **Practice F**
Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

The school administrator maintains current data regarding the credentials of all of the personnel serving AIG students, including CEUs and updating licensure. The AIG specialist and staff will coordinate the AIG program at TMCS and will attend regional AIG meetings and the NCAGT Annual Conference to gain further CEU's in gifted education. TMCS will be providing regular AIG workshops for the regular classroom teachers and support personnel who will be teaching gifted students and as funds are made available, regular classroom teachers will be asked to consider state licensure.

* **Practice G**
Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

Surveys will be administered annually to parents/guardians, staff, students, and the community at large to assess the effectiveness of the AIG program at TMCS. The feedback will be discussed and directly impact the type of services that are provided at TMCS. Adjustments will be made to best serve the AIG population. We will initiate a group for parents of AIG students at the school, so that valued input can be gathered from the parents. Minutes of meetings of the AIG Identification/Advisory Committee and the parent's group will be kept during the plan's cycle.

Student survey feedback, suggestions, and analysis of test data will also serve as indicators of the effectiveness of the local AIG program.

And finally, the AIG Identification/Advisory Committee will evaluate the effectiveness of the local AIG program by communicating and consulting with the teachers of each grade level in regard to team meeting and evaluations.

Multiple ways will be used to gather formal and informal feedback from those involved with AIG programming. Those might include, MTSS data, PLC's, PBIS data from administration which contains changes in behavior, attendance, and overall participation from the teachers in going by the parameters of PBIS expectations regarding behavior, responsibility to self and others and an overall positive school environment.

We also offer the chance for our school board to visit our classroom and open house, provide feedback on our program and support revenue for our growth. Many of these members are parents of AIG students and they have the opportunity on a variety of levels to support our AIG program.

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

ONSE: TMCS AIG staff and Identification/Advisory Committee will work together to document and evaluate the effectiveness of the AIG program through record keeping of meetings, test data analysis, surveys given to all stakeholders at the end of every school year. The effectiveness of collaborations with local charter schools that have AIG services and programs will be considered, along with documentation of AIG showcases, community service, field trips, and activities that facilitate emotional growth and understanding.

We strive to communicate with all stakeholders by promoting AIG information through Google classroom, parent newsletters, the school weekly newsletter, grade level social media pages as well as the schools social media site. Communication also takes place with a schoolwide calling system. Grades and

assignments are readily available on Google Classroom and Powerschool which is our current grading portal. Announcements are also made each morning and a school calendar is visibly available which includes all school activities, including AIG.

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

TMCS has made the policies, procedures, and practices clear in the AIG plan which is on the school, and NC/DPI/AIG website. The TMCS AIG Parent Handbook addresses the rights of AIG students in accordance with Article 9-B and provides an overview of the AIG program policies. An AIG brochure describing the program is available to anyone on the information counter outside of our school office. The plan has clear directives for identifying gifted students and placing transfer students from other schools. The procedure for resolving a disagreement in AIG is addressed in the AIG plan as well.

Annual parent invitation to conference and DEP signings are held for identified students. Careful annual reassessment procedures occur to ensure that AIG students receive the education that fits their learning needs. Written policies, procedures, and practices will be distributed in English and other native languages as needed.

Conflict Resolution Procedures:

Parents can address to;

-AIG teacher/staff

- Classroom Teachers

-AIG Identification/Advisory Committee (made up of AIG stakeholders School administration

-School Administrator

-Executive School Board

The principal and the AIG coordinator will facilitate problem solving by mediating or collaborating with stakeholders and documenting solutions in student files. Parents will have access to an appeal form to request re-evaluation. Parents will have access to an appeal form for resolving disagreements.

The Mountain Community School has very good communication, and an open door policy to facilitate resolving any conflicts.

Any disagreements about placement or services should initially be attempted to be resolved by the identification/advisory committee. The parent may request a conference to express concerns using the appeal form. The conference will be conducted within 10 school days of the receipt of the request form. The committee will respond in writing to the disagreement within 10 school days. If the parent/guardian wishes to appeal the school level decision, they may provide a written request to the school administrator within 10 days of the identification/advisory committee's response. The school administrator will meet with the TMCS School Board to review the school level decision, and respond in writing within 10 school days.

In the event that the local disagreement procedure fails to be resolved at the LEA level, the state disagreement procedure may be requested by the parent/guardian. They may file a petition for a contested case hearing under Article 3 of Chapter 150B of the general Statutes. This must be done within 30 calendar days. The scope of the review shall be limited to: 1) Whether the local school administration unit improperly failed to identify the child as an

Academically Gifted student, 2) whether the local plan for the Academically Gifted Services has been implemented appropriately in regard to the child. Following the hearing, the administrative law judge shall make a decision. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final and binding of all parties. In the event that the parent/guardian prevails in the due process, TMCS is not responsible for the parent/guardian's legal fees (Henderson County Schools AIG Procedures to Resolve Disagreements on State Level).

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*** Ideas for Strengthening the Standard**

The AIG Plan is a living document. Each plan cycle will enable TMCS to refine our plan. We will continue to investigate the best practices of other schools with strong AIG programs. The goal is for TMCS to build a strong relationship with the other four charter schools that have AIG programs in Western North Carolina. TMCS already carefully aligns the curriculum with Evergreen Charter School. One of the regional leaders for this area is the coordinator for the Henderson County Schools AIG program. TMCS will build a close collaboration and partnership with the Henderson County Schools for any AIG competitions, training, and by modeling best practices of this sister school system. Regular feedback will be obtained from all stakeholders, so that TMCS can provide the best possible AIG program that is challenging and targets the academic, intellectual, social, and emotional needs of the AIG students.

TMCS will also seek out and apply for grants to increase the AIG program funds. As well as engage in more collaborations with local businesses, individuals, and industry for increased educational opportunities for our AIG learners, and funding.

Planned Sources of Evidence

*	Survey results
*	TMCS AIG Plan and State AIG Standards AIG Plan on TMCS Website
*	Records of all AIG Meetings with Stakeholders
*	Notes of Regional and State AIG Meetings
*	Forms for Parental Consent, Request of Re-evaluation and Resolution of Disagreements
*	AIG Data Analysis Documents
*	Records of Team Minutes of AIG Identification/Advisory Meetings as related to AIG

*	AIG Showcase Events
*	Community Involvement

Documents

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

Local Board of Education Approval

The Mountain Community Sch (45A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
05/15/2025

AIG Related Documents

The Mountain Community Sch (45A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Board Signature

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	AIG Standard 3 Additional Resources
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

The Mountain Community Sch (45A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition