

**Mountain Island Charter
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019**

Approved by local Board of Education on: 13-JUN-16

LEA Superintendent's Name: Justin Matthews

LEA AIG Contact Name: Belinda Munday

Submitted to NC Department of Public Instruction on: JUNE 16, 2016, 13:50:03

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

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Mountain Island Charter local AIG plan is as follows:

Mountain Island Charter Vision for local AIG program: Mountain Island Charter School is committed to the development of lifelong learners, innovative problem solvers, and responsible contributing citizens in a global society. Among our students are those who exhibit high academic performance, or who possess exceptional potential for outstanding achievement and leadership as stated in the North Carolina definition of giftedness. Because we believe that giftedness is developed through intellectual challenge, we strive to nurture exceptional capabilities through academic vigor, leadership development, and service opportunities. Mountain Island Charter School will deliver a model of differentiated services that enhance and extend the regular education program for academically and intellectually gifted students from all racial, cultural, and socio-economic backgrounds.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$65114.35.00	\$0.00	\$0.00	\$0.00

Table of Contents

[Standard 1: Student Identification.....](#)[3](#)

[Standard 2: Differentiated Curriculum and Instruction.....](#)[7](#)

[Standard 3: Personnel and Professional Development.....](#)[12](#)

[Standard 4: Comprehensive Programming within a Total School Community.....](#)[16](#)

[Standard 5: Partnerships.....](#)[22](#)

[Standard 6: Program Accountability.....](#)[25](#)

Standard 1: Student Identification

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

Practice A

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

District Response: MICS is committed to communicating the AIG student identification process to all stakeholders in a manner that is transparent, fair, and thorough so that student needs are met.

MICS articulates and disseminates the procedures for AIG student identification in a variety of ways. An AIG informational session is provided to all faculty and staff members during beginning of the year grade level meetings. AIG student identification procedures are posted in our AIG state plan. In addition, all second grade families receive a letter outlining the AIG student identification procedures.

The establishment of a MICS AIG Compliance Timeline provides an easy reference point for parents, teachers, staff, and administration.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: To ensure all students have equitable opportunities for placement, the AIG department uses multiple criteria to determine a student's eligibility for placement in the gifted program at MICS.

MICS conducts AIG screening in the second grade. The screening process for identifying students for AIG services begins with an aptitude assessment given to all second grade students in November. The following criteria are used to determine eligibility:

Phase 1: Aptitude test (CogAT) score of 80 percentile or above qualify for Phases 2 and 3. Students with a score of 96 percentile or above on the CogAT, or a nonverbal subtest score of 95 percentile or above, may be automatically placed (designated Intellectually Gifted/IG).

Phase 2: Achievement test (ITBS) will be given to those meeting criteria above. Students whose average is 90 percentile or above on both aptitude and achievement tests qualify for AIG services at

MICS. A student may qualify in the area of Reading only (AR) or Math only (AM) by using the combined score of the aptitude test and the content-specific achievement subtest with an average of 90 percentile or above.

Phase 3: Students who complete Phase 2 with an 89 percentile score will be further assessed using the Gifted Rating Scales (GRS). A T-score of 65 or above in three areas or more on the GRS will qualify the student for services.

Phase 4: Re-evaluation - Rescreening for students in fourth or fifth grades, who did not qualify in second grade, can occur using the student's End of Grade (EOG) Reading and/or Math score in conjunction with a current (newly administered) aptitude score. The eligibility phases listed above will be followed during the rescreening process, with the following exception: for single subject (Reading or Math) rescreening, an achievement (EOG) score of 94 percentile or higher is required. In addition, third graders can be rescreened using their third grade EOG achievement score, and their second grade CogAT score, as their CogAT score is good for 24 months. Eligibility phases will be followed as listed above, with the same exception for single subject identification as listed for fourth/fifth grade re-evaluation.

Practice C

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

District Response: MICS must ensure that AIG screening, referral, and identification procedures are responsive to under-represented populations based on the school's demographics to provide inclusive participation.

Demographic data has been charted for the past two years and will be charted for the next three years, comparing the overall school demographics to that of the AIG student demographics. The AIG department will identify if under-representation is evident; if so we will conduct research to acquire alternate methods of identification. We will also train our staff on recognizing gifted potential in our under-represented populations. Meanwhile, we have established a SOAR period each day for our Lower School children, K-5. During this period the AIG department works directly with both identified AIG children, as well as other high flyers. This period gives additional opportunities to our under-represented populations, providing alternative access to gifted challenges.

Whole School Demographics for the 2014-2015 school year:

American Indian/Alaska Native	0.7%
Native Hawaiian/Pacific Islander	0.9%
Asian	1.8%
Hispanic/Latino	4.2%
Black/African American	19.0%
White	69.0%

Multi 4.4%

MICS AIG Demographics for the 2014-2015 school year:

American Indian/Alaska Native	0.7%
Native Hawaiian/Pacific Islander	0.0%
Asian	2.7%
Hispanic/Latino	0.7%
Black/African American	4.8%
White	89.1%
Multi	2.0%

Whole School Demographics for the 2015-2016 school year:

American Indian/Alaska Native	0.9%
Native Hawaiian/Pacific Islander	0.1%
Asian	2.0%
Hispanic/Latino	5.0%
Black/African American	22.0%
White	65.0%
Multi	5.0%

MICS AIG Demographics for the 2015-2016 School Year

American Indian/Alaskan Native	0.5%
Native Hawaiian/Pacific Islander	0.0%
Asian	3.0%
Hispanic/Latino	0.5%
Black/African American	5.0%
White	88.0%
Multi	3.0%

Practice D

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

District Response: Mountain Island Charter School consists of one school located on one campus. The size and make-up of the single school as our LEA, allows for consistency in the implementation of screening, referral, and identification processes. MICS uses multiple criteria for AIG identification in grades K-5. The screening, referral, and identification processes are posted in the school AIG plan, shared with staff members and parents, and implemented consistently. The AIG department ensures and documents the implementation of these processes.

Written policies are needed in order to safeguard the rights of AIG students and their parents/families. MICS follows state and federal compliance procedures regarding informed consent, reassessment procedures, student transfers, and procedures for resolving disagreements. Student files are in compliance with FERPA. Before students can receive AIG services, parents sign informed consent

5/25/2017

forms that outline identification and placement. As students transfer from other LEAs, the school registrar notifies the AIG Specialist of AIG identification. In addition, the AIG Specialist reviews student files each quarter to affirm compliance. A Procedures to Resolve Disagreements document is in place which outlines the steps to be taken as a resolution to a disagreement is sought.

Practice E

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

District Response: Mountain Island Charter School maintains documentation that is accessible to parents and families regarding the AIG identification process to ensure consistent and fair practices. Documentation that explains the identification process is located in our school AIG plan, our AIG Compliance Notebook, as well as communicated to all parents of students in the second grade, the year of initial screening, via a letter from the AIG specialist. Each AIG identified student has a Differentiated Education Plan (DEP) located in the AIG folder, housed in the registrar's office, showing service options. These processes and instructional service delivery options for AIG students are reviewed annually with parents/families.

Ideas for Strengthen the Standard: Research alternative methods of identification for under-represented populations as need is indicated by whole school/AIG demographics. Continue to implement SOAR period for Lower School children and consider the development of a work portfolio for AIG identification.

Sources of Evidence: Phases of Identification Documentation

Second grade family letter

Right to Resolve Disagreements Document

AIG Compliance Notebook

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: MICS adapts the core curriculum and essential standards to meet the diverse needs of our AIG students in order for each student to meet his or her potential.

The AIG Specialist and teacher(s) will collaborate not only with Lower School classroom teachers to plan appropriate differentiation of learning objectives, but will also collaborate with the Math Facilitator and the Literacy Facilitator as needed to provide a wide base of expertise in developing resources to challenge each MICS AIG child. At the Middle School and High School Levels, both Honors and Advanced Placement (AP) courses are available to AIG students as well as various online accelerated course work. Materials from the College of William and Mary will supplement the core instructional program to provide challenge to our students in the area of literacy. The school also participates in Math Olympiads to enrich mathematical skills and problem-solving strategies.

Practice B

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

District Response: In order for our AIG students to meet their full potential, MICS utilizes various instructional practices. By using a wide array of diverse and effective instructional practices, we are able to meet the unique needs of each student.

The AIG Specialist and teacher(s) utilize information gathered through student interest surveys, learning inventories, and pre- and post-assessments in order to effectively instruct students. Analysis of this data allows student needs to be met through the use of push-in, pull-out, choice boards, acceleration, compacting, and other instructional strategies. Our teachers will also employ project modification so that each child's interests are enhanced through the completion of various projects.

Practice C

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

District Response: MICS believes in meeting the needs of students and using research-based resources and best practices that are proven, such as the William & Mary Literacy curriculum, PETS higher-level thinking skills, and Math Olympiad problem-solving strategies.

MICS will increase the amount of materials in the resource library for the AIG department by adding items such as Gifted Child Quarterly which will assist with Professional Development. Other resources will be based on AIG Reading and Math curriculum maps as well as student needs at each grade level.

The AIG Specialist and teacher(s) will research, request and utilize research-based resources and best practices.

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: MICS will foster the development of 21st century skills through integrated Problem Based Learning in order to enable our students to reach their full potential and be successful in today's complex and diverse society.

AIG curriculum maps will be created for these PBLs that incorporate 21st century skills and enable interdisciplinary units of study.

The AIG specialist and teacher(s) will plan units that incorporate 21st century skills such as global awareness, health awareness, critical thinking, collaboration, real world skill application, leadership and service opportunities. Carefully outlined and planned curriculum maps ensure that our students are ready and prepared for the real-world.

Practice E

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

District Response: In order to serve the needs of our students, MICS must be aware of students' talents, strengths and weaknesses. Therefore, the AIG Specialist and teacher(s) will work closely with grade level teachers to analyze their students' data, as well as utilize data that is collected throughout their classroom experiences.

The AIG Specialist and teacher(s) collaborate with general education teachers and academic facilitators to analyze assessment data. This data is used to differentiate classroom curriculum and

instruction and to define flexible groupings of students during our SOAR period. Support staff and the AIG teacher(s) will push in during SOAR to facilitate instruction. Data will be reassessed quarterly and children moved as data indicates.

Practice F

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

District Response: In order to meet the diverse needs of the whole child, the AIG specialist and teacher(s) work closely with general education teachers and parents to meet the academic needs of students as well as to understand the social and emotional needs of their students. AIG teacher(s) and general education teachers work closely with families to ensure the well-being of their children.

The AIG specialist and teacher(s) work collaboratively with the regular classroom teacher, parents and other stakeholders, including guidance counselors and behavior specialist, to meet the social and emotional needs of the AIG students. The AIG program encourages an environment that is conducive to risk taking, creative thinking, and collaborative learning with peers.

The guidance counselors/behavior specialist meets with the AIG student population to address social and emotional needs.

A parent lending library has been established with books and articles to address these needs as well. Guest speakers are scheduled annually, opened to parents and teachers, to build both awareness and strategies relevant to parenting/educating gifted children, including addressing social and emotional issues of gifted children.

Practice G

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

District Response: Young students are often excited and always encouraged in a school atmosphere. MICS wants to further this environment.

The AIG Specialist and teacher(s) work collaboratively with general education teachers to identify students in grades K-1 who may demonstrate giftedness. The AIG department works collaboratively with the regular classroom teacher to provide resources for the advanced K-1 students. Nurturing groups are established in the spring in which the AIG specialist and teacher(s) provide direct instruction to nurture small groups of K-1 students. Students are selected based on MAP testing data, benchmark assessment data, classroom teacher judgement, and AIG teacher observation.

Second grade children fall under the AIG screening process as previously described. Direct services begin during the third quarter of second grade. Third grade children who have been AIG identified as

second graders and continue to receive direct AIG services; students who did not qualify as second graders may be re-evaluated as described earlier.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: In order for students to be successful, staff members need to collaborate to meet the diverse needs of our students.

Opportunities are provided for regular education teachers to meet with the AIG Specialist and teacher(s). Annually, one regular education teacher from each grade level, 2-5, is selected to co-teach with the AIG teacher(s). Through the year of co-teaching, the AIG teacher(s) is able to model for the regular education teacher various research-based resources and strategies which provide rigorous challenge for AIG children. Further, the AIG Department provides grade level staff development on how to differentiate for the AIG student. All support staff will collaborate with classroom teachers and the AIG specialist to develop differentiated curriculum and instruction.

Practice I

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

District Response: MICS's charter specializes in differentiated instruction. In order to meet the needs of each AIG student, a detailed differentiated education plan that demonstrates the learning environment, content modification, and special programs available to our AIG students is important. This plan should be specific to the needs of the AIG students and should document the services, materials, and type of differentiation that he or she is provided throughout his or her educational experience at MICS.

The AIG department will develop a specific Differentiated Education Plan (DEP) for each student that documents the instructional program he or she receives.

DEP's are created for each student. This plan allows the AIG Specialist and teacher(s) to document the educational experience that each child receives. The DEP will also partner with the MICS AIG Performance Rubric for reporting progress and be utilized as talking points during parent conferences that occur throughout the year. The DEP will assist in ensuring that MICS's AIG program encourages growth with our high achieving students.

An AIG Performance Rubric has been developed, which will reflect individual student growth.

5/25/2017

Ideas for Strengthen the Standard: Develop incorporation of service projects into PLB curriculum units.

Maintain and complement William & Mary/Math Olympiad materials.

Build library of Math and Literacy resources which support compacting.

Sources of Evidence: AIG Resource Library

AIG Parent Library

PBL Units

SOAR groups

K-1 Nurture groups

Annual list of assigned co-teachers (2-5)

Annual list of Honors/AP teachers

Individual AIG DEP forms

MICS AIG Performance Rubric

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: Qualified and AIG-licensed educators use their expertise and knowledge to guide, plan, develop, implement, revise, and monitor the local AIG program and local AIG plan for Mountain Island Charter School.

The AIG program is led by the MICS AIG Specialist, who is an AIG-licensed educator. With the collaboration of AIG teacher(s), regular education co-teachers, and the Exceptional Children Coordinator the AIG team is responsible for the development, implementation, revision, and monitoring of the AIG program and our AIG plan. Summative AIG information is provided to school administration during monthly meetings.

Practice B

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

District Response: AIG Specialist and teacher(s) implement curricula that address the needs of gifted learners.

The AIG Specialist and teacher(s) are engaged in tasks that address the various needs of gifted learners. The academic and intellectual needs of our students are addressed through a wide range of differentiated services which occur daily whether isolated during our SOAR period or embedded during the regular classroom school day. The AIG Specialist and teacher(s) are also keenly aware of the need to address the social and emotional needs of the gifted students. Our staff has access to the AIG library of resource books and are invited to our AIG department annual speaker session, both of which support research-based methodology and strategies that support our AIG children.

Practice C

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

District Response: Staff development is needed to assist all personnel involved in serving AIG students to gain an understanding of all aspects of the AIG plan and how to better address the needs of gifted students.

The AIG department will educate all teachers in the AIG identification/service options; differentiation; character/nature of gifted students; and recognition of social/emotional needs of gifted students.

AIG personnel will provide a presentation to the grade levels outlining the AIG identification process, AIG service options, and how to best differentiate instruction. AIG personnel will also be a resource for the staff so they can learn more about the social and emotional needs of gifted students.

Professional development will be offered to grade levels and staff throughout the year either as a focused initiative, as needs arise, or as a component of school-based opportunities to provide guidance and support for classroom teachers to provide appropriate instruction to AIG students.

In addition, the AIG Specialist and teacher(s), along with interested regular education teachers, will have an opportunity annually to attend the North Carolina Association of Gifted Teachers (NCAGT) convention in Winston Salem. Gained information will be shared with staff as a follow-up to give every staff member opportunities to enhance their AIG knowledge and resource bank.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: In order to best meet academic, social, and emotional needs of AIG students, general education teachers must implement differentiated instructional practices. Mountain Island Charter School continues to provide in-house professional development opportunities, as well as provides financial assistance to attend off-campus professional development opportunities so that general education teachers are well-equipped to serve AIG students.

School-based professional development will be provided to general education classroom teachers that will provide explicit support for differentiated learning.

The AIG Specialist and teacher(s) will work with teachers on an individual level or as grade-level teams to plan, assist, and differentiate learning.

Mountain Island Charter School develops year-long professional development goals based on current program needs. These opportunities are provided in a variety of formats, including book studies, grade-level monthly sessions, division-wide monthly sessions, whole-faculty half-day and full-day sessions, and through webinars or other media. Specific methodology as it pertains to AIG students will be embedded in these PD sessions.

The licensed AIG Specialist and teacher(s) will collaborate with general education teachers by:

- Meeting with grade-level teams to discuss and plan differentiated learning opportunities
- Providing resources and materials for the general education classroom teachers to motivate students and accelerate the learning environment.

Administration will look at assessment data to strategically pair students with teachers who demonstrate growth with higher-achieving students.

Practice E

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

District Response: Providing on-going professional development opportunities that align with local AIG program goals will ensure that teachers are knowledgeable and equipped to enrich and accelerate learning objectives for gifted learners.

School-based professional development will be provided to general education classroom teachers that will provide explicit support for differentiated learning.

Mountain Island Charter School develops year-long professional development goals based on current program needs. These opportunities are provided in a variety of formats, including book studies, grade-level monthly sessions, division-wide monthly sessions, whole-faculty half-day and full-day sessions, and through webinars or other media. Specific methodology as it pertains to AIG students will be embedded in these PD sessions.

For AIG teachers to meet state and national standards consistently, they must be proficient in current technology and advanced content area learning.

MICS will send several representatives annually to the North Carolina Association for the Gifted and Talented (NCA GT) Conference, as funding permits. The AIG Specialist will work with Region 6 NCDPI AIG consultants and attend regional meetings as scheduled. The AIG Specialist will also participate in AIG PD webinar series, as needed. The AIG Specialist and teacher(s) will share all relevant information from these various opportunities with the MICS faculty at-large through e-mails, small group meetings, or participation in academic team meetings, facilitated by the EC Department Coordinator.

Practice F

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

District Response: AIG teachers benefit from collaboration with one another as well as with the regular classroom teachers. The opportunities to meet together will strengthen and refine the overall

5/25/2017

gifted program.

AIG teacher(s) will meet weekly as a department for planning and monitoring of local AIG program and plan.

In addition, because as a charter school we are our own LEA, the AIG Specialist will meet with a local AIG LEA within our region and with local charter schools to refine best practices and develop AIG expertise.

Ideas for Strengthen the Standard: Encourage regular education teachers to acquire AIG certification.

Maintain funding of AIG teacher(s) and regular education teacher's attendance at the NCAGT.

Sources of Evidence: AIG licensure/certificates

NCAGT registration

PD syllabus/attendees

AIG PLC Log

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: It is important that all AIG students be given the opportunity to reach their potential. In order to accomplish this task, we must offer K-12 programs and services that address the academic, intellectual, social and emotional needs of gifted learners.

We have established a comprehensive AIG program that enriches and accelerates gifted learners through practices such as extracurricular opportunities, differentiated learning plans, and professional development related to awareness of social and emotional needs.

MICS provides an integrated curriculum model consisting of advanced content, higher-level processes and product development, and interdisciplinary concepts, issues and themes. In grades K-5, AIG services are provided using a combination of pull-out, small-group instruction, and inclusion, co-taught instruction.

In grades 6-12, AIG students are challenged through our honors and Advanced Placement (AP) courses. MICS uses the co-teaching model for some advanced courses, and the AIG department, along with Academic Facilitators and Guidance Counselors, provides direct consultation with grade-level and content-level interdisciplinary teams to support instruction, as well as the social and emotional needs of gifted students.

Extensions of the curriculum are provided through yearly field trips and off-campus field study opportunities, which vary by grade-level.

MICS participates in the following extra-curricular initiatives and programs:

- Odyssey of the Mind
- Science Olympiad
- Math Olympiad
- Battle of the Books
- Chess Club
- The Stock Market Game

Practice B

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

District Response: Mountain Island Charter School must align AIG programs and services to the goals of our program. Funding and resources must be mindfully allocated and monitored to ensure appropriate support for the AIG program.

We have developed a comprehensive evaluation of the AIG program implementation, progress on local AIG plan goals, and allocation of funds and resources.

For a detailed approach to the programming and service, please refer to Standards 2 and 3. The AIG Team will have an annual evaluation of the gifted program. This review will focus on the alignment of services for students identified in either or both Reading and Math (AIG, AR, AM), identified as Intellectually Gifted (IG), as well as twice exceptional children (AIG and EC). The growth of gifted students and the connection between the gifted program and the overall services provided by MICS will also be considered. In addition, the allocation of funds and resources will be evaluated annually.

Practice C

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

District Response: Mountain Island Charter School's core values are to promote academic excellence, positive character, service, and leadership. As a K-12 school the AIG programs and services are directly integrated into the total instructional program based on the Common Core and Essential Standards.

Gifted education at MICS is an important part of the overall plan to ensure that each student meets his or her potential. This is implemented through direct and indirect instruction. AIG staff will be flexible in that they will either pull students out of the classroom setting or push into the classrooms to serve students and support teachers.

Practice D

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

District Response: For MICS's AIG program to be successful, it needs to be transparent. All stakeholders must be informed about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and how to access the local AIG plan.

We will create an AIG Program link on the school's website to inform stakeholders, parents and

teachers about AIG services, regulations, and the local AIG plan.

Letters to parents of second grade students are sent annually outlining our AIG program and the AIG student identification process. Parents are encouraged to communicate with the AIG educators through various means. Teachers are informed of the AIG identification process, the AIG program delivery, and the local AIG plan during beginning of the year grade level meetings.

Practice E

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

District Response: A consistent and effective delivery of services for AIG students can only occur when there are procedures in place for cooperation and communication among teachers, administrators, and parents, particularly at key transition points.

We have developed Differentiated Education Plans (DEP) for each AIG student that include transition goals and/or needs. An annual review of each AIG child's DEP by the AIG Specialist ensures smooth transitions for our AIG population.

MICS has a Lower School, a Middle School and a High School, yet it is one school on one campus with one Executive Director, one Middle/High School principal, two MS/HS assistant principals, one Lower School principal, one Exceptional Children's Program Coordinator, and two Instructional Facilitators. This allows for increased communication between schools and grade levels. Weekly leadership team meetings, weekly grade level/department meetings, as well as monthly staff meetings enhance communication capabilities.

Practice F

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

District Response: To assure differentiated programs and services are delivered continually and effectively to the AIG students, collaboration and involvement is needed among all the school personnel.

The AIG Specialist and teacher(s) meet with grade-level teams/co-teachers (K-5) and Instructional Facilitators weekly to plan and support differentiated services. The Instructional Facilitators meet with grade-level and/or content-level teams (6-12) as needed throughout the year to collaborate and plan appropriate differentiated programming for middle and upper school students. In addition, the AIG Specialist meets weekly with the Exceptional Children's (EC) Program Coordinator and the Lower School Principal. The EC Program Coordinator and Lower School Principal then meet with the

school's leadership team weekly, to share updates and initiatives.

When the AIG Program is outlined to faculty and staff, the AIG Specialist and teacher(s) will address social and emotional needs of gifted students and provide resources, as needed. The AIG department will work with general education teachers and the school counseling staff to identify and support students' social and emotional needs as they arise throughout the year. Information regarding social and emotional needs of AIG students will also be addressed during parent meetings and parent-teacher conferences, and will be a focus of expert speakers engaged to present to our staff.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: A consistent process must be implemented and articulated when considering the need for accelerative instruction or placement options for individual gifted students.

We have developed a process to determine if a student needs accelerative instructional and placement options. The AIG Team meets to determine needs and solutions to meet those needs as specific individual situations arise.

The AIG team will work with administration, Instructional Facilitators, and the Guidance Department to determine appropriate accelerative instructional and placement options. Currently, we are implementing compacting as needed for highly gifted children and the school is following state guidelines for early Kindergarten entry, grade acceleration, and Credit by Demonstrated Mastery.

Practice H

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

District Response: Providing intentional services for traditionally under-represented AIG populations ensures that all students are provided appropriate instruction in order to meet individual needs.

A school-wide plan for providing intentional services for traditionally under-represented AIG populations is in development as demographic trends are analyzed.

MICS is committed to meeting the needs of all of their students. The AIG department will develop a school-wide plan for providing intentional services for students who may not traditionally be identified and served as a gifted student. The plan will contain methods for inclusive identification, using multiple criteria and the development of differentiated education plans with consideration to learning differences, cultural differences, and language barriers. The AIG Specialist will collaborate with the

EC and ESL departments to develop and implement this plan.

In grades 6-12, the AIG Specialist will collaborate with the school guidance department to ensure appropriate course placement and college/career planning.

Practice I

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

District Response: Gifted students have needs and interests beyond Language Arts and Math. Encouraging participation in extra-curricular programs and events will enhance and further develop the needs and interests of AIG students in a manner that diverges from the traditional school setting.

Mountain Island Charter School offers a variety of extra-curricular activities for AIG students. Science Olympiad, Odyssey of the Mind, Battle of the Books, Math Olympiad, The Stock Market Game, and Chess Club are currently in place. Our Fine Arts Department features choral, dramatic, and artistic opportunities beyond the regular school day. Our Athletic Department offers a complete complement of team sports opportunities including over twenty types of competition. A summer enrichment camp is offered each July on our campus which features many choices where a variety of interests can be explored. We participate in the Duke TIP program which furthers our efforts to enrich and challenge our gifted population. The AIG specialist and the guidance department forward information about summer opportunities in North Carolina and across the nation to our AIG families so that those who are interested have the opportunity to participate. As interest, funding, and resources become available, additional opportunities will be offered.

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: Flexible grouping practices facilitate effective instruction and support the growth of all students, including our AIG children.

We have developed and implemented a scheduled period of flexible group instruction each day for our Lower School students. We refer to this period as SOAR. For grades K-3 the SOAR period is 30 minutes; for grades 4 & 5 the period is 40 minutes. During SOAR, each grade level (K-5) creates needs based groups based on current standards assessment data. The SOAR groupings are flexible, reflective of student progress and changing data. Support staff are scheduled to push in during the SOAR period so that each child has differentiated instruction geared specifically to meet their individual needs. The AIG teacher(s) and grade level co-teacher(s) use the SOAR period to meet not only with identified AIG students, but also other high flyers. The SOAR period is a daily opportunity for our AIG students to receive rigorous direct instruction and challenge from the AIG teacher(s). The AIG teacher(s) and grade level co-teacher(s) are able to differentiate within the AIG Catalyst group to meet individual academic and interest needs as they arise.

5/25/2017

As students transition to middle school, their AIG needs are largely covered by Honors and Advanced placement (AP) classes. In addition, for our twice-exceptional (AIG/EC) students, foundational electives are offered in Math or Reading to support their academic needs.

Ideas for Strengthen the Standard: Maintain and grow access to researched-based opportunities for our AIG population.

Sources of Evidence: Club rosters

AP/Honors rosters

AIG schedule

Meeting minutes/communication

AIG Specialist Log

Standard 5: Partnerships

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

Practice A

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

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: MICS believes it takes a village to raise a child. Therefore, we want to develop relationships that are intentional and meaningful to the needs of our AIG students.

MICS will create multiple opportunities for the school, families and community to work together to meet the needs of students.

Communication opportunities include:

- Annual parent AIG/DEP orientations
- School web site AIG link
- Individual student/parent conferences
- Programs that reach out to the school community
- Parent meetings that utilize speakers from the community
- PBL units that include family support and participation

Practice B

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

District Response: In order for MICS to develop and maintain a strong AIG program, we have to share the information with our stakeholders so that all parties are aware of the policies and procedures related to gifted education.

Administration and our AIG Specialist and teacher(s) communicate with parents both formally and informally to share information regarding our local AIG plan and to review policies as related to gifted education. We encourage parents to be active participants in their child's educational pursuits, and we welcome their input. MICS's AIG program is shared through a variety of media including quarterly AIG newsletters, informational meetings, conferences with parents, and postings on MICS's school newsletter.

Practice C

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

District Response: Involving all stakeholders in the development, implementation and monitoring of the local AIG program and plan is important to ensure that MICS is carrying out the goals of the plan. Having stakeholders involved in this process allows for a more thorough and unbiased look into the program. This will help us to improve our program and more effectively meet the needs of all of our AIG students.

MICS will create a stakeholder group that will assist with the implementation and monitoring of the local AIG plan. This group will reflect the diversity of our AIG families and community.

We will create a stakeholder group that can review our plan, ensure that it is being implemented, and monitor the plan to ensure that it is effective and meets the needs of our AIG population. We will invite members of under-represented populations to serve on the committee.

Practice D

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

District Response: Ensuring that parents/families and the community are aware of the opportunities that the AIG program offers and are able to equally access this information is important for students and families to fully take part in the program.

MICS communicates AIG opportunities through a variety of mediums and methods such as the school website, emails, newsletters, parent conferences, phone calls, AIG meetings, and DEP meetings. This information is distributed in a variety of ways which meet the needs of the families and community members of MICS.

Practice E

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

District Response: In order to further extend our AIG students' educational opportunities, MICS will form partnerships with local businesses and other institutions that can increase the opportunities for our students.

We will form active partnerships with community stakeholders that will enhance the educational opportunities provided by MICS.

5/25/2017

The AIG Department in conjunction with the High School guidance counselor(s) will work with local colleges to create opportunities for visits as well as learning experiences to expose our students to college life in their educational years.

The AIG Department is in the initial stages of forming a partnership with the Mt. Holly Historical Museum Society and the MICS Media Center. These partnerships will lend themselves to both the quality and outreach of our AIG program.

These partnerships will enrich the educational experience of not only our AIG population, but also our school community as a whole.

Ideas for Strengthen the Standard: Develop an AIG brochure

Sources of Evidence: Meeting Log

Partnership Log

Advisory Group roster

Standard 6: Program Accountability

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

Practice A

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

District Response: To comply with North Carolina state legislation, a local AIG plan is written and submitted to the local board of education and the Department of Public Instruction for approval. It is also important to have a detailed plan that establishes MICS's goals for our AIG program and enables us to monitor and ensure that our goals are being met.

An AIG plan is developed, implemented and maintained by the AIG department, with the supervision of administrative members from the school leadership team. The plan addresses AIG standards and ensures that AIG students are receiving the best education for their needs.

Practice B

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

District Response: A plan is only good if it is successful. Several measures are in place in order to ensure success.

The MICS AIG plan will be monitored using the following steps:

Phase 1: The AIG Specialist will attend NCDPI AIG meetings and webinars, gaining relevant instructive information.

Phase 2: The AIG Specialist will lead the AIG team in the composition and revision of our 2013-2016 plan, creating an updated, reflective 2016-2019 MICS AIG plan.

Phase 3: The AIG Specialist will share the new plan with the EC Program Coordinator, administration, and advisory board, seeking their collective input, finalizing the draft.

Phase 4: The MICS Executive Director and the AIG team will share the final draft of the MICS AIG plan with the MICS Board, seeking approval from the board.

Phase 5: Once board approved, the plan will be submitted to the state.

Phase 6: Ongoing oversight of the implementation MICS AIG 2016-2019 plan will be the joint responsibility of the EC Coordinator and the Lower School principal, reporting to the MICS Executive Director and MICS School Board.

Practice C

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

District Response: Use of AIG funds will allow us to grow and improve the curriculum and instruction for our AIG students causing further success.

The AIG department will work with the financial department to determine the AIG budget based on the state formula. Once the budget is determined, the AIG department will prioritize needs and utilize funds in an efficient, effective manner that meets the goals of our program.

Practice D

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

District Response: Data analysis allows us to ensure that student needs are being met and also causes us to examine the strengths and weaknesses of our program and make changes as needed.

The AIG Specialist and teacher(s) currently analyze the effectiveness of AIG program services through data analysis. They compile data and note growth through collaboration with the school leadership team and general education teachers.

The analysis of yearly drop-out data of AIG students will be possible now that we are a K-12 school.

Practice E

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

District Response: In order to monitor the representation and retention of under-represented populations in our AIG program, we first need to analyze our demographics to determine what the statistics are. Understanding this information is important in order to serve all students fairly and

appropriately.

We have analyzed our demographic data to determine percentages of populations and subgroups in the AIG program in comparison with our whole school demographic data and are looking at trends. We will address needs and concerns that arise from this analysis.

Whole School Demographics for the 2014-2015 school year:

American Indian/Alaska Native	0.7%
Native Hawaiian/Pacific Islander	0.9%
Asian	1.8%
Hispanic/Latino	4.2%
Black/African American	19.0%
White	69.0%
Multi	4.4%

MICS AIG Demographics for the 2014-2015 school year:

American Indian/Alaska Native	0.7%
Native Hawaiian/Pacific Islander	0.0%
Asian	2.7%
Hispanic/Latino	0.7%
Black/African American	4.8%
White	89.1%
Multi	2.0%

Whole School Demographics for the 2015-2016 school year:

American Indian/Alaska Native	0.9%
Native Hawaiian/Pacific Islander	0.1%
Asian	2.0%
Hispanic/Latino	5.0%
Black/African American	22.0%
White	65.0%
Multi	5.0%

MICS AIG Demographics for the 2015-2016 School Year

American Indian/Alaskan Native	0.5%
Native Hawaiian/Pacific Islander	0.0%
Asian	3.0%
Hispanic/Latino	0.5%
Black/African American	5.0%
White	88.0%
Multi	3.0%

Practice F

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

District Response: Ensuring that credentials for AIG personnel are maintained is important for student and program success.

Hiring practices used by administrators adhere to state licensure requirements. AIG licensure credentials are maintained by the AIG Specialist and AIG teacher(s) and monitored by administration. Student placement is determined by the academic team and professional development and weekly collaboration with an AIG certified teacher is provided to teachers who serve AIG students.

Practice G

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

District Response: In order to assess the effectiveness of the AIG program, stakeholder feedback is necessary for program improvement.

Stakeholder feedback will be collected throughout the school year through surveys. Parents, teachers, and students will complete surveys. The feedback from the surveys has been considered and incorporated in the MICS AIG 2016-2019 plan.

Two-way communication will be encouraged through regular AIG/family communication, DEP conferences, parent academies, and the opportunity to participate in the stakeholder advisory group. Phone and email contacts are encouraged for personal contact.

Practice H

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

District Response: It is important to use data that addresses strengths and weaknesses of a program.

The AIG department will compile relevant data pertaining to AIG students and analyze the data to determine program progress.

MICS currently uses multiple sources of data for continuous program improvement, including but not limited to EOG/EOC scores, AP scores, MAP scores, Running Records, etc. Both formal and informal communication of this data will help ensure AIG vigor. Open communication between the AIG Department and the stakeholders will be a priority. By including survey data and test data our

AIG 2016-2019 plan becomes accountable.

Practice I

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

District Response: The community and all stakeholders have a right to know how MICS meets the needs of diverse learners. It is important for the AIG program to be transparent so the public can know the degree of success the program has earned.

The AIG Department will analyze our data and our program annually to highlight successes and areas on which to focus for the year ahead. This information will be reviewed with the AIG department and advisory group. A recap will be created at the end of each school year that highlights the annual performance of the program. Individual student progress will be shared through end of year AIG Performance Rubrics as they are communicated to families.

Practice J

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

District Response: MICS has established policies, procedures and practices in place to protect the rights of AIG students.

MICS protects the rights of AIG students by:

- Housing AIG student information in a secure location
- Securing all student information that is transmitted electronically
- Annual AIG compliance check for each AIG child
- Following MICS AIG plan and AIG Timeline
- Procedures to Resolve AIG Identification Disagreements document
- Forms: DEP, Performance Rubric, Evaluation Results, Permission to Test, 2nd Grade AIG Introduction

Ideas for Strengthen the Standard: Improve survey substance and response.

Sources of Evidence: AIG Plan
Annual AIG Recap
Stakeholder surveys

Glossary (optional):

Appendix (optional):

MOUNTAIN ISLAND CHARTER SCHOOL disagreement.docx (*Appendix - Standard 1*)