

Overview: Mission/Vision Statement and Funding

**Mountain Island Charter (36C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Mountain Island Charter has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). 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 aligned 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 2022-2025. 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 comment.

For 2022-2025, the Mountain Island Charter local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

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 rigor, 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.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 65,086.32	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Mountain Island Charter (36C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**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 for every student to show their strengths and talents.

Informal screening for AIG identification begins in kindergarten and continues through first grade. The Mountain Island Charter School (MICS) AIG Department staff work with teachers and students using PETS (Primary Educational Thinking Skills) and other gifted materials, to elicit evidence of student thinking abilities and form small groups of high level thinkers. Other achievement data points compiled by the classroom teachers are considered as well, as groups are formed. These children are seen weekly by AIG staff to nurture and enrich their thinking skills. Formal screening for AIG identification begins in second grade. All second grade children, in the general educational setting, take a universal screener, the Cognitive Abilities Test, (CogAT), in September. Based on their score, they proceed through the AIG identification Phases, as listed in Practice B of this Standard. Once second grade screening is complete, student achievement data in all grades, K-12, is disaggregated annually by the AIG Specialist and reviewed by staff members of the AIG Advisory Board to determine which students are eligible for re-evaluation. We consider a CogAT score good/valid for 24 months, so a student would not be re-evaluated annually. As data is reviewed, careful consideration is given to students who fall into the category of having been evaluated once in second grade and then re-evaluated at some point in their school career, and having not been identified as AIG. Individual families are contacted in these singular events to include parental thoughts about the child being evaluated for a third time, prior to a decision being made. Upon parent or teacher request, students, K-12, may be referred to the AIG department to be considered for AIG evaluation. Referral processes at all grade levels include the use of the MTSS Tier 1 Data Reviews. Teachers review all individual student data with their grade-level teams and leadership. The team may refer

students to the AIG coordinator. Data and student work samples may be presented to the AIG Advisory Board as re-evaluation is considered.

**\* Practice B**

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

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 Mountain Island Charter School. Our goal is to create, revise, and maintain a consistent process for AIG identification for students in all grade levels utilizing non-traditional measures based on current theory and research, while maintaining the current traditional standardized measure that are established. MICS conducts formal 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 September. The following criteria are used to determine eligibility:

**Phase 1: APTITUDE**

An aptitude test (CogAT - Cognitive Aptitude Test) composite score of 96 percentile or above, or a nonverbal subtest score of 95 percentile or above, automatically places the child as IG (Intellectually Gifted). CogAT composite scores ranging from 87 percentile to 95 percentile, or verbal/quantitative subtest scores ranging from 87 percentile - 95 percentile, qualifies the child for Phases 2 and 3.

**Phase 2: ACHIEVEMENT**

An achievement test (ITBS - Iowa Test of Basic Skills) will be given to those students meeting the criteria listed in Phase 1 above. Students who achieve an average of 93 percentile using the aptitude and achievement composite scores qualify for AIG services and are identified as AIG (Academically and Intellectually Gifted). Students may also qualify in a single subject using the achievement subtest (reading or math) score and the aptitude score. The composite aptitude score, the verbal aptitude subtest score, or the quantitative aptitude subtest score may be used for the single subject identification. A final average of 93 percentile or higher will identify the child as either AM

(Academically Gifted Math) or AR (Academically Gifted Reading). Phase 2 second grade students who do not qualify for AIG services may move on to Phase 3.

### Phase 3: PORTFOLIO/GRS

Phase 3 is a portfolio process in which children are given the opportunity, over a period of time, to showcase their potential giftedness through work products. Samples will be collected in the areas of both reading and math. Also, assignments have been designed to provide the opportunity for the demonstration of both critical thinking and creative thinking. The staff members of our AIG Advisory Board will be trained annually prior to the scoring of the portfolio candidate work samples. Additionally, these students will be evaluated using the GRS (Gifted Rating Scale). Both the former first grade teacher and the current second grade teacher will complete GRS training prior to the completion of a GRS for the eligible children. The Portfolio Scores and the GRS percentile scores, as well as the aptitude and achievement scores, will be weighted in the AIG Portfolio/GRS Rubric to determine identification for AIG services. These students may qualify as AIG, AM, or AR with a 93 percentile or higher final scoring total.

### Phase 4: RE-EVALUATION

Children are given multiple opportunities for re-evaluation. Third grade children will be re-screened using their third grade EOG (End of Grade) reading and/or math score and their second grade CogAT composite score or verbal/quantitative sub test score. Eligibility requirements as stated in Phase 2 will be followed. Re-screening for students in grades four and five, who did not qualify in second or third grade can occur using the student's EOG achievement Reading and/or Math score in conjunction with a current aptitude score. In those cases, a new aptitude test, the CogAT, may be administered, or the child may qualify using our new identification label, AG - (Academically Gifted) as described in Phase 5. We consider a CogAT score good/valid for 24 months, so a child would not be re-evaluated annually. A student must have an achievement average of 95 percentile or higher, when averaging the Reading and Math achievement scores, or a single subject achievement (Reading or Math) score of 95 percentile or higher to be eligible for the re-evaluation process. Parents/guardians may refer students in grades three through twelve for gifted identification evaluation. Qualifying data and student work samples may be presented to the AIG Advisory Board by the student's teacher/teachers as re-evaluation is considered.

### Phase 5: AG (ACADEMICALLY GIFTED) IDENTIFICATION

We are adding a new identification label this revision cycle: AG - Academically Gifted, a manner of identification which does not require an aptitude score. This label will be available for students in grades three through twelve. As

students are considered for re-evaluation, this label will identify candidates using their achievement scores, a GRS (Gifted Rating Scale) score, and student work samples. A final rubric average of 93 percentile will be necessary for AG identification

#### Phase 6: STUDENTS NEW TO MICS/RECIPROCIITY

Children who did not attend MICS during the universal second grade AIG screening, and were not screened for AIG identification at their former school, may be referred by parents/guardians and/or teachers for AIG evaluation. Qualifying data and work samples may be presented to the MICS AIG Advisory Board. If determined that AIG evaluation is appropriate, Phases 2-5 will be followed as listed above. If a new student was evaluated for AIG identification by another school district and identified as either IG, AIG, AM, AR, or AG, results will be accepted with proper documentation.



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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, English language learners, highly gifted, and twice-exceptional.

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. The MICS AIG identification process is thorough, specifically designed to grant equal demographic access. Our goals are to analyze AIG student demographics annually to determine our under-represented populations and to increase identification of under-represented populations served in the AIG program. Demographic data will continue to be charted, comparing the overall school population to that of the AIG student population. Currently, the AIG department has identified that our Black and Hispanic students are under-representation populations. The MICS AIG department has added a new identification marker, AG - Academically Gifted, as described in Practice B. We believe this achievement based mode of AIG identification will help close the demographic gap. We will continue to provide alternative access to gifted challenges through our catalyst program, which allows for non identified AIG participation for high achievers, including our under-represented populations. In addition, we are seeing growth in AIG identification in our EL population due to our strong EL program.

Demographics Whole School

White 58.99%

Asian 1.89%

Black 24.74%

Hispanic 7.86%

Demographics AIG Identified

White 80.00%

Asian 2.86%

Black 6.53%

Hispanic 2.04%

**\* Practice D**

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

Mountain Island Charter School consists of one school located on one campus. The size and make-up of the 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-12. The screening, referral, and identification processes are posted in the school AIG plan, on the school website, shared with staff members and parents, and implemented consistently. The AIG department ensures and documents the implementation of these processes. A review by our AIG Advisory Board annually, affirms the consistency of our implementation.

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 to resolve disagreements. Student files are in compliance with FERPA. Before students can be screened for AIG and before a student can receive AIG services, parents sign informed consent forms that outline either the testing to be used, or identification and placement. As students transfer to other LEAs, the school registrar notifies the AIG specialist of AIG identification. In addition, the AIG specialist reviews student files each semester 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. This information is elaborated in Standard 6, Practice J.

**\* Practice E**

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

MICS is committed to communicating the AIG student identification process to all stakeholders in a manner that is transparent, fair, and comprehensive, 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, as needed, to all faculty and staff members during beginning of the year grade level meetings. AIG student identification procedures are posted on our school website and in our AIG Compliance Notebook. In addition, all second grade families, the beginning stage of our universal, formal AIG assessment, receive a letter outlining the AIG student identification procedures. Communication consistency throughout the school year, ensures that practices and policies are understood. The establishment of an MICS AIG Compliance Timeline, which is also posted on our school website, provides a concise reference point for faculty and parents.

**\* Practice F**

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

Mountain Island Charter School (MICS) maintains documentation that is accessible to parents and families regarding the AIG identification process to ensure consistent and fair practices. The AIG Specialist reviews AIG student service options with parents/families annually to appropriately meet individual student needs.

Documentation that explains the identification process is located on the school website, as well as communicated to all parents of students in the second grade, our initial screening year, via a letter from the AIG department. These processes and instructional service delivery options for AIG students are reviewed annually with parents/families through parent meetings and parent-teacher conferences.

Each AIG identified student has a Differentiated Education Plan (DEP) located in their AIG folder, held in the child's cumulative record in our registrar's office, showing service options. Additionally, AIG evaluation results for those children who did qualify, or who did not qualify for AIG services, have their results housed in their cumulative record. The MICS AIG DEP is updated and reviewed annually with parents and teachers in order to reflect the individual needs of each IG, AIG, AR, AM, or AG learner.

**\* Ideas for Strengthening the Standard**

Keep abreast of current trends and research for AIG identification.  
 Continue to use our catalyst and EL programs to improve AIG identification for under-represented populations.  
 Following board approval of this plan, update website to reflect revisions.

**Planned Sources of Evidence**

- \* AIG Advisory Board Minutes
- \* Plan Revisions
- \* Update website

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

Standard 2: Comprehensive Programming within a Total School Community

**Mountain Island Charter (36C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**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 gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

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 guidance lessons related to awareness and development of social and emotional skills. 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. The AIG teacher(s) serve students directly two times per week and indirectly, with the support of school staff, three times per week during SOAR. SOAR is a 45 minute period of daily instruction not only for AIG (including IG, AIG, AM, AR, AG) children, but also for other high flyer/catalyst students. It occurs at a time when all K-5 MICS children are in groups based on their individual academic and or social/emotional needs. Children who are identified in only one academic area (reading or math) have the flexibility to meet with the AIG teacher for their

identified subject and with a classroom teacher for their non-identified subject if needed. AIG instruction is scheduled by academic topic (reading days and math days) to assure a smooth transition for these children. Weekly grade level planning times give opportunities for collaboration between the AIG teacher(s) and the classroom teacher, resulting in focused, aligned challenges for students. Guidance counselors are available during the SOAR period as well to address either individual, small group, or whole class social/emotional needs as needed.

In grades 6-12, AIG students are challenged through our honors courses, Advanced Placement (AP) courses, NCVPS (North Carolina Virtual Public Schools), NCSSM (North Carolina School of Science and Math), CDM (Credit for Demonstrated Mastery) and CCP (Career and College Promise). Scheduling recognizes single subject AIG identification such as AR (Academically Gifted Reading only) and AM (Academically Gifted Math only) and tailors the schedules of those children to match their academic needs. The AIG department, along with Curriculum Assistant Principals, 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.

The AIG Department has 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, AG), identified as Intellectually Gifted (IG), as well as twice exceptional children (AIG and EC/504). The growth of gifted students and the connection between the gifted program and the overall services provided by MICS will also be considered.

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

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

\*Math Olympiad

\*Battle of the Books

\*Genius Hour

\*Leadership Project

\*Chess Club

\*Robotics Club

\*National Honor Society

\*Junior National Honor Society

\*Key Club

\*Interact Club



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**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

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 the Curriculum Assistant Principal weekly to plan and support differentiated services. The Curriculum Assistant Principal meets 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 regularly with the Exceptional Children's (EC) Program Coordinator and the Elementary School Principal. The EC Program Coordinator, Elementary School Principal, and Middle/High 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. The hiring of a full time guidance counselor for the elementary school at MICS has strengthened our ability to meet the needs of our children. Our elementary guidance department has provided targeted school wide lessons on growth mindset throughout the school 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. Additionally, all MICS students, including AIG

identified children, receive social/emotional support through the tiers of the MTSS (Multi-tiered Support System) program. Through our MTSS implementation, our students participate in the Choose Love Enrichment Program, which empowers students to positively impact themselves and others by choosing loving responses.

**\* Practice C**

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

Mountain Island Charter School must integrate and connect AIG programs and services with the total instructional program and resources of our school. 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 3 and 4. 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, AG), 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 D**

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

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. 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-5 the SOAR period is 45 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, catalyst students. The SOAR period is a daily opportunity for our AIG students to receive rigorous direct instruction and challenge from 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.

As students transition to Middle School and High School, their AIG needs are provided by participation in Honors and/or Advanced Placement (AP) classes, NCVPS (North Carolina Virtual Public Schools), NCSSM (North Carolina School of Science and Math), CCP (Career and College Promise), and CMD (Credit for Demonstrated Mastery). Flexibly grouped study hall/tutoring periods are provided to all MS/HS students as needed and are led by our MICS MS/HS staff. In addition, for our twice-exceptional (AIG/EC) students, foundational electives are offered in Math or Reading to support their academic needs. Our MS/HS does not follow a "tracking" system of scheduling. For example, a child who is identified as AM (Academically Gifted Math only) would not be required to take AP English. An appropriate scheduling placement decision would be made based on academic needs. Flexible groups are also created for EOG prep, EOC prep, and ACT prep.

**\* 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.

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 F**

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

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 an Elementary School, a Middle School and a High School, yet it is one school on one campus with staffed leadership positions including one Executive Director, one Middle/High School Principal, four MS/HS Assistant Principals, one K-12 Assistant Principal, one Elementary Principal, three Elementary Assistant Principals, one Exceptional Children's Program Coordinator, one AIG Specialist, two elementary Academic Facilitators, two elementary Interventionist, one EL Specialist, and five Guidance Counselors. This allows for increased communication between schools and grade levels. Weekly leadership team meetings, weekly grade level/department meetings, as well as weekly staff meetings enhance communication capabilities.

**\* 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.

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

We have developed a process to determine if a student needs accelerated instructional and placement options. The staff members of the AIG Advisory Board meet to determine needs and solutions to meet those needs as specific individual situations arise.

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

In response to HB986, students who score a level 5 on the Math EOG test are given opportunities for advanced math during the school day. For students in grades three through five, parents were notified and with their consent, their level five children were provided math challenge activities daily. The AIG Specialist and the Math Academic Facilitator set office hours when they would be available for small group instruction and/or evaluation of completed tasks. Middle School and High School level five students were moved, with parental consent, to the next level of Math instruction and supported with afternoon tutoring/study hall periods led by MICS MS/HS math staff.

**\* Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

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 has been developed based upon demographic trend analysis. Portfolio modifications will be used by our under-represented populations when they reach Phase three of our AIG identification as described in Standard One. We have also added another option for AIG identification which does not require an aptitude score: AG - Academically Gifted, as described in Standard One.

MICS is committed to meeting the needs of all of their students. The AIG department has developed a school-wide plan for providing intentional services for students who may not traditionally be identified and served as a gifted student. The plan contains 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 collaborated with the EC department and the ELL department 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**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Gifted students have needs and interests beyond academia. 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 including Science Olympiad, Odyssey of the Mind, Battle of the Books, Math Olympiad, The Stock Market Game, Genius Hour, Leadership Project, Robotics Club, Key Club, National Honor Society, Junior National Honor Society, and Chess Club. 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 thirty 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. Summer study and travel abroad is offered to our high school students annually. We participate in the Governor's School program, which further enhances 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.

**\* Ideas for Strengthening the Standard**

Collaborate with Guidance department to create planned sessions specifically for AIG population.

Increase extra-curricular activity offerings.

Write a grant for increased Robotics funding.

Move to electronic testing format.

**Planned Sources of Evidence**

\* AIG Advisory Board Minutes

\* AIG Plan Revisions

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**Documents**

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

**Mountain Island Charter (36C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

MICS adapts the common 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 Elementary 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. 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. Math Olympiad serves as a transitional bridge of mathematical support as children move from elementary school to middle school. 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.

**\* 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.

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**

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

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, Junior Great Books, PETS higher-level thinking skills, the Problem Solver series, 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 future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

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 annually for these PBLs that incorporate 21st century skills and enable interdisciplinary units of study.

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

Genius Hour projects are required for all elementary AIG/Catalyst children. Career Leadership Projects are required for all MS AIG/Catalyst children. Both these long term activities emphasize personal choice, require research, and culminate with oral presentations enhanced by technology. High School students use Naviance College and Career Readiness Technology as they navigate the world of college admissions.

**\* Practice E**

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

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 Department collaborates with school leadership, general education teachers, and academic facilitators to analyze assessment data. Data points include scores from iStation, iReady, Amplify, Benchmarks, EOG (End of Grade), EOC (End of Course), AP (Advanced Placement), NCFE (North Carolina Final Exam), CCP (Career and College Promise), NCSSM (North Carolina School of Science and Math). This data is used to differentiate classroom curriculum and instruction and to define flexible groupings of students. To facilitate instruction, data is reassessed quarterly and children served as data indicates.

**\* Practice F**

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

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, focusing on peer relationships. The hiring of a full time elementary guidance counselor has strengthened our response.

A parent lending library has been established with books and articles to address these needs as well. Guest speakers are scheduled regularly, 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 with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

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 fall in which the AIG specialist and teacher(s) provide direct instruction to nurture small groups of K-1 students. Students are selected based on classroom data, benchmark assessment data, classroom teacher judgement, and AIG teacher observation during PETS (Primary Educational Thinking Skills) introductory lessons.

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**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Opportunities are provided for regular education teachers to meet with the AIG Specialist and teacher (s). Annually, one regular education staff member 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 staff 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. Selected regular education staff members attend the NCAGT conference annually to enhance their AIG toolbox of gifted strategies. 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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

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 AIG identified student that documents the instructional program he or she receives. DEP's are created for AIG each student, K-12. 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.

**\* Ideas for Strengthening the Standard**

Build UN Sustainability Directives Curriculum into AIG SOAR instruction.

**Planned Sources of Evidence**

\* UN Sustainability Directives Curriculum

\* AIG plan revisions

**Documents**

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

**Mountain Island Charter (36C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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.

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 K-12 administrative staff, and the AIG Advisory Board, 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**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

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, elementary guidance counselor, and teacher(s) are also keenly aware of addressing 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. In addition, our participation in MTSS (Multi-tiered Support Systems) enhanced the social/emotional needs of our gifted population.

**\* 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.

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 MICS administrative teams 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, staff, and administration 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. 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**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA

requirements for that position.

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 staff 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**

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

MICS administration will plan to develop strategies for the recruitment and retention of AIG licensed staff.

**\* Practice F**

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

MICS administration and the AIG department will plan to provide more AIG focused professional learning opportunities to realize equity and excellence in gifted education including mindsets, policies , and practices.

**\* 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.

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 (NCAGT) 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 administration.

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 gifted program. AIG teacher(s) will meet weekly

as a department for planning and monitoring of local AIG program and plan. The working relationship between the AIG Specialist, the AIG teacher, and the regular classroom SOAR co-teacher, has enriched the nurturing of our AIG children as the regular education teachers have come a deeper understanding of AIG children and have come to value AIG strategies and see to their implementation throughout the school day.

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

**\* Ideas for Strengthening the Standard**

Find a local program/university to provide AIG licensure for interested regular classroom teachers.

Increase AIG PD opportunities

**Planned Sources of Evidence**

\* AIG Advisory Board minutes

\* AIG plan revision

\*

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

Standard 5: Partnerships

**Mountain Island Charter (36C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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.

MICS believes the involvement of all stakeholders is imperative to the success of AIG identified children. Therefore, we want to develop relationships that are intentional and meaningful to the needs of our AIG students. MICS has created 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

\*Parent membership required on AIG Advisory Board

\*Parent feedback on annual surveys considered in AIG plan review

\*Parental participation in MICS clubs such as Robotics, Genius Hour, Math Olympiad, etc.

**\* 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.

In order to further extend our AIG students' educational opportunities, MICS has formed partnerships with local businesses and other institutions that can increase the opportunities for our students. We have formed active partnerships with community stakeholders that will enhance the educational opportunities provided by MICS.

The AIG Department in conjunction with the High School guidance department works with local colleges to create opportunities for visits as well as learning experiences to expose our students to college life in their educational years. A partnership, CCP (Career and College Promise) has been formed with Gaston Community College and Central Piedmont Community College which enables our high school students to enroll in and complete college level courses. This option is available for students in the eleventh and twelfth grades. The AIG Department has formed an initial partnership with the Mt. Holly Historical Museum Society and the MICS Media Center. Students, families, and community members benefit from research driven projects that have been presented at the Mt. Holly Historical Society. These partnerships will enrich the educational experience of not only our AIG/Catalyst population, but also our school community as a whole.

**\* 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.

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 has created a stakeholder group, our AIG Advisory Board, that will assist with the implementation and monitoring of the local AIG plan. This group reflects the diversity of our AIG families and community. The MICS AIG Advisory Board will meet to make decisions, review our plan, assure its implementation, and monitor its effectiveness in meeting the needs of our AIG population.

**\* Practice D**

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

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

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

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, annual formal meetings, individual conferences with parents, and postings on MICS's school newsletter, The Raptor Call.

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. Translation of AIG information will be provided when needed.

**\* Ideas for Strengthening the Standard**

Find a local program/university to provide AIG licensure for interested regular classroom teachers.

**Planned Sources of Evidence**

\* AIG Advisory Board minutes

\* AIG plan revision

\*

**Documents**

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

Standard 6: Program Accountability

**Mountain Island Charter (36C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

To comply with North Carolina state legislation, a local AIG plan is written and presented to the local board of education for approval, then submitted to the North Carolina Department of Public Instruction.

Our AIG plan is written, implemented and maintained by the AIG department, monitored by the AIG Advisory Board 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.

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 traditional LEA/ AIG meetings, 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 plan, creating an updated, reflective 2022-2025 MICS AIG plan.

Phase 3: The AIG Specialist will share the new plan with MICS administration, and AIG Advisory Board, seeking their collective input, finalizing the draft.

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

Phase 5: Once board approved, the plan will be submitted to the North Carolina Department of Public Instruction by MICS administration.

Phase 6: Ongoing oversight of the implementation MICS AIG 2022-2025 plan will be the joint responsibility of the AIG Advisory Board, MICS administration, reporting to the MICS Executive Director and MICS School Board.

**\* 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.

Use of AIG funds will allow us to grow and improve the staff, the curriculum, and the instruction for our AIG students furthering success.

Under the Executive Director's lead, the MICS administration will work with the financial department to determine the AIG budget based on the state formula. Once the budget is determined, the MICS administration will prioritize needs and utilize funds in an efficient, effective manner that meets the goals of our program.

**\* 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.

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

The MICS Leadership Team, Guidance Department, and the AIG department currently analyze the effectiveness of AIG program services through data analysis. They compile data including Amplify scores, benchmark scores, iStation scores, iReady scores, EOG (End of Grade) scores, EOC (End of Course) scores, NCFE (North Carolina Final Exam) scores, AP (Advanced Placement) scores, CCP (Career and College Promise) scores, NCSSM (North Carolina School of Science and Math) scores, and note growth through collaboration between the school leadership team and general education teachers.

The AIG department will use targeted lessons from the William & Mary Literacy curriculum and the enVision Math curriculum to meet the academic needs of our AIG students. We will collaborate with the Guidance Department to meet their social/emotional needs as well.

Our analysis of MICS AIG drop-out data reflects zero AIG identified student drop-outs through May, 2022.

**\* 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.

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 have seen growth in AIG representation since our last plan revision with our Hispanic population, but have not seen growth in AIG representation with our Black population. We will continue to provide support for these under-represented populations through identification modifications, Catalyst participation, and teacher professional development. We believe that our addition of an EL (English Learner) position for the upcoming school year will add support to the EL members of our under-represented populations.



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**\* 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.

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

Hiring practices used by the Executive Director and 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/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

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 2022-2025 plan.

Two-way communication will be encouraged through regular AIG/family communication, DEP conferences, individual student conferences, parent academies, and the opportunity to participate on the AIG Advisory Board.

**\* Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

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 annual achievement scores, iReady scores, iStation scores, and benchmark scores. Both formal and informal communication of this data will help ensure AIG rigor. Open communication between the AIG Department and the stakeholders will be a priority. By including survey data and test data our AIG 2022-2025 plan becomes reflective of revisions which will improve program quality.

**\* Practice I**

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

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.

MICS administration and the MICS 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 Advisory Board. A recap will be created and communicated to families 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/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.

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
- Establishing a Procedures to Resolve AIG Identification Disagreements document (see below\*) • Creating/reviewing/maintaining compliance forms: DEP, Performance Rubric, Evaluation Results, Permission to Test, 2nd Grade AIG Introduction

\*MOUNTAIN ISLAND CHARTER SCHOOL:

PROCEDURES TO RESOLVE AIG IDENTIFICATION DISAGREEMENTS

Mountain Island Charter School's Academically and Intellectually Gifted Education Department will clearly communicate its goals and objectives, as stated in our AIG Plan, at each annual DEP parent meeting. In the event that a parent/guardian disagrees with a placement decision, the following steps should be followed as resolution to the disagreement is sought.

1. School AIG team: Parents/guardians who disagree may request a meeting in writing. The AIG team will meet to review identification results, placement records, and the child's current academic performance.
2. MICS School Board Review: If the disagreement is not resolved, parents may appeal to the MICS School Board. The Board will offer a written decision within 30 days.
3. Mediation: Parents/guardians or the MICS School Board may request mediation by an impartial facilitator.
4. Legal Hearing: If mediation fails to find a satisfactory resolution, parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes: (i) "whether the local school administration unit improperly failed to identify the child as academically gifted. (ii) whether the local AIG plan developed under G. S. 115C-150.7 has been implemented appropriately with regard to the child." The decision of the administrative law judge will be based on the findings of facts and conclusions of the law. The decision is final and not subject to further review. Legal fees are the responsibility of the parents/guardian.



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**\* Ideas for Strengthening the Standard**

Consider budget allocations to provide additional AIG staffing  
Purchase and implement enVision Math program  
Summer planning & program development; targeted lessons in both reading and math  
Transition to digital records

**Planned Sources of Evidence**

\* AIG Advisory Board minutes

\* AIG plan revision

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**Documents**

Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval

**Mountain Island Charter (36C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

06/13/2022 

Original Application Submission Date: 06/15/2022

**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>36C Mountain Island Charter AIG Plan Signature Page 6-13- 22</u>

AIG Related Documents

**Mountain Island Charter (36C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<a href="#">Local Board of Education Approval Template</a>	<a href="#">36C Mountain Island Charter AIG Plan Signature Page 6-13-22</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Mountain Island Charter (36C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
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The Local AIG Plan glossary is provided in an uploaded document.