

Overview: Mission/Vision Statement and Funding

**The Mountain Community Sch (45A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* LEA Superintendent's Name:

Denise Pesce

\* LEA AIG Contact Name:

Bolick, Katherine - kbolick@mytmcs.org ▼

The Mountain Community Sch 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 The Mountain Community Sch local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

For 2022-25, the Mountain Community school local AIG plan is as follows:

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

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

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 10,713.00	* \$ 6,287.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**The Mountain Community Sch (45A) 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.

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

**Practice A**

Develop 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

District Response: The Mountain Community School's goal is to have an equitable identification process that does not overlook any potential AIG student, regardless of their age, grade level, or background: cultural, ethnic, economic, English language learner, highly gifted, or twice exceptional.

There are some distinct advantages to being a small K-8 Charter School. One of them being that the entire staff knows all of our students. We also have opportunities for continual communication, both formally and informally, between all

grade levels ; E.C., AIG teachers, counselors, and administrators. We strive to share information, concerns, strategies, and ideas relevant to providing the best education for all of our students. Therefore, all of us are aware of the talents, issues, and individual emotional needs of our students. This makes the identification of potential AIG students, and talent development throughout the grade levels and school easier.

Due to staffing changes that have resulted in new scheduling and new approaches to the AIG learning experience, there has been an increased communication with classroom teachers to address their desires and needs from the AIG program. Among the needs we have made an equitable AIG identification process a priority. a reflection and assessment on ways to improve our program. We have used data from student and parent surveys, teacher, staff and other stakeholders' input, consideration of other AIG educators' ideas, research, and other L.E.A. procedures and criteria, particularly Henderson County (where many of our students go to high school, also from whom we receive students). Based on this

information we have re-evaluated our criteria for identification.

In K-2 we seek teacher perceptions, and recommendations of students who show potential to perform at substantially high levels, advanced learning, and attributes of giftedness as compared to others their age, experience, or environment. The AIG team observes, and does full classroom talent development activities, and provides pullout enrichment opportunities for those who show particular advancement and talent. We also provide insights, differentiation ideas, and materials to the classroom teachers.

In second grade we begin the whole class bi-annual MAP testing. If warranted earlier MAP testing is an option.

Third grade is the first year we officially identify students into our AIG program. The identification process is multicriteria. The CogAt will be given to the whole class in early December. The AIG staff keeps a spreadsheet of data for all of our students Second through Eighth grade. It is expanded, revised, and reviewed as new data from progress report grades, testing-MAP, BOG, EOG, and CogAt become available. Also taken into account are teacher and others recommendations, Giftedness Behavior Scales, portfolios if warranted, or other aptitude tests. One does not need to fulfill all criteria to be identified. The CogAt will be given annually to the sixth grade and to any transfer student that has not been previously tested.

**\* 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.

Because we update and review our Student Spreadsheet as new data, both qualitative and quantitative, as it becomes available, we provide multiple opportunities to have a comprehensive learner profile of our students. Therefore Talent Development, tracking of growth, and identification can happen as criteria are met at any grade level. Though official identification occurs at the beginning of each year .

Identification Procedures for AIG

Grades K – 2

- Teachers have professional development from the AIG staff on identifying the diverse traits of gifted learners.
- Teacher recommendation/observation checklist indicating evidence of gifted behavior
- Academic portfolio (3 examples) showing ability significantly above grade level in reading and/or math.
- Observation by the AIG Teachers
- Approval of AIG Identification/Advisory Team

Grades 3 – 8

- Teachers have professional development from the AIG staff on identifying the diverse traits of gifted learners.
- Teacher Recommendation Giftedness Checklist
- Approval of The AIG Identification/Advisory Committee (using the AIG Identification Matrix)

A student must meet 3 out of the 4:

-Aptitude test equal or higher than 95th percentile or 2 consecutive tests at the 94th percentile within the 4 year testing period (testing takes place EOY 2nd and BOY 6th - with exceptions)

-Achievement test equal to or higher than 95th percentile or at

-94th percentile for the last two consecutive years

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

-Academic portfolio (5 examples) showing ability significantly above

grade level

Academic Portfolio should include:

Writing samples

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

Anecdotal evidence of strengths

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

Unique ways of completing assignments or presenting ideas

Once the criteria requirements have been met the AIG

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

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

**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.

District Response:

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* 0	* 0	* 0	* 0	* 0
3-5	* 0	* 2	* 3	* 3	* 95th percentile or above on CogAT 3
6-8	* 3	* 3	* 1	* 1	* 95th percentile or above on CogAT 2
9-12	* 0	* 0	* 0	* 0	* 0

**\* 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.

Monitor and analyze sub-group data to understand LEA demographics and to help find out the subgroups that are underrepresented. Once this data has been analyzed TMCS will try to enhance screening, referral and identification process. One way that we plan to do this is to provide alternate pathways, like behavior checklists, performance based observations and work portfolios. These pathways would be offered for all potential students , not just those specific student populations.

Review available district and statewide assessment data to ensure equitable access to AIG identification and programming.

Partner with EC, ELL, Speech pathologist, and other groups( school psychologist and guidance counselor) to provide opportunities for students to show their strengths that may lead to identification.

Provide professional development to all teachers and parents to expand expand understanding of giftedness and address misperceptions about various sub-groups. One way we are doing this is through parent newsletters or articles about children with giftedness. Also, making information available to the teachers. Some of this information could be from the AIG newsletter each month.

Develop a process for intentional screening and follow up with students who have participated in the district's focused K-3 programming.

Utilize local norms (both school and district data) to respond to the local context.

Incorporate an additional opportunity for students to show their strengths, demonstrating a need for service by performing above grade level peers within the context of the students

**\* Practice D**

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

The Mountain Community School is a K-8 Charter School, the only school in the LEA, which enables consistent AIG screening, referral and identification to be a relatively simple process. Through knowing our students, core teacher and AIG staff observations, continual update and review of all students' new data, forms, flowcharts, checklists and work portfolios to ensure fair and equitable data. This would be to ensure any stakeholder, that there is specific criteria for



identification, and consistent Identification Team procedures enable us to implement consistent screening, referral, and identification throughout our school/LEA.

Provide professional development for all school level committees/teams on screening, referral, and identification procedures to ensure consistent implementation across the district.

AIG Coordinator or Lead Specialist /leadership will attend some board meetings to share AIG identification information.

Create a procedure for maintaining documentation for all students in the AIG process, including those who are referred but not identified.

Develop a plan to monitor the district's clear and comprehensive guidelines for screening, referral, and identification procedures.

Develop a process for internal auditing of AIG school records to ensure screening, referral, and identification process is as consistent as possible with the schools in nearby counties so that a students who may transfer will have comparable data collections.

**\* Practice E**

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

In order to disseminate information and increase awareness in regards to the screening, referral and identification processes of the AIG Program at TMCS to our staff, parents/families, students and the community we have developed an TMCS AIG brochure. It is available on the front office information counter. An AIG Parent Handbook is given to each AIG family annually when meetings/conferences are held and DEPs signed. They are available on the TMCS website, as well. An annual presentation is given to review; AIG gifted traits, myths about gifted students, referral, screening, and identification procedures, and specific information on recognizing gifted characteristics in underserved populations, during staff meetings/ training and development before the beginning of each school year. This information as well as our AIG Plan is available on our school website, and at the request of any stakeholder. During the annual New Family Orientation and school/community open houses, the AIG Program information is presented and is available for each

family.

In addition, parent emails and newsletters are sent monthly to parents. We also post AIG information on the TMCS newsletter.

Conduct parent and community training – ongoing and substantial - focused on providing training and development to understand the screening, referral, and identification processes. Part of the training would be articles for parents on raising an AIG child.

**\* 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.

The AIG staff creates a file for each AIG student which is reviewed and updated at least annually, or as new relevant information/data becomes available. It contains their Interest Survey, Gifted Indicators checklist, AIG Identification Matrix, signed annual Invitation to Conference and DEP, any test scores: MAP, BOG, EOG, CogAt or other relevant standardized assessment, and Report Cards. It may contain recommendations, work samples, portfolio, or other pertinent information. A spreadsheet of all testing and grade data is also maintained and review at least quarterly for every TMCS student by the AIG staff.

Follow LEA rules for developing local procedures and practices around maintaining documentation.

Meet with parents about documentation upon request.

**\* Ideas for Strengthening the Standard**

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

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

More emphasis will be on offering a variety of strategies for under-served groups to show learning potential.

Professional development on giftedness for the staff as well as relevant information on giftedness for the parents.

**Planned Sources of Evidence**

\* AIG Handbook, AIG Brochure and a Welcome letter for Parents

\* Grading Period Letters for Parents regarding what we are doing in AIG per Grade Level

\* Parent emails and phone calls

\* Pictures and AIG information on School Website

\* AIG updates at staff meetings as well as Board meetings

\* Inservice for faculty offering information about AIG


\* Local paper or news media on activities regarding AIG

\* DEP's and Student Folders

\* Students Head Count Data

\* State AIG Newsletter

## Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<a href="#"> <u>AIG Standard 1 Additional Resources</u></a>

Standard 2: Comprehensive Programming within a Total School Community

**The Mountain Community Sch (45A) 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.

The Mountain Community School strives to meet the needs of all our students to help them realize their full potential. Within the school community at large, we are committed to engage all of our AIG students and meet their diverse needs academically, intellectually,

emotionally, and socially. Knowing that gifted students have the ability to perform at substantially high levels of accomplishment when compared to others of their age, experience or environment; they therefore require differentiated, more comprehensive and rigorous, accelerated educational services than the standard course of study. This AIG Plan and our AIG program have been designed, developed, and written with that goal in

mind. The AIG staff is actively involved with students and teachers within each grade. They work to encourage, challenge, prepare, and equip our AIG students (K-8) with rigor, and support: both academically/intellectually and socially/emotionally to be successful in high school, college, and beyond to become active, responsible, involved, reasoning, globally engaged, knowledgeable, productive citizens.

To accomplish this goal a multifaceted approach will be necessary. Whether the focus of the AIG program is to push-in to classes or pull-out small enrichment groups, many techniques will be used to provide every opportunity to meet all of the needs of all of our advanced learners: AIG of all designations, not yet identified Talent Pool and Talent Development students. In the pull-out enrichment groups most of the projects, hands-on and experiential learning experiences, problem-based learning, and lessons, are learner driven and incorporate and integrate multiple areas of interests, subject content, skills, expertise. Math, reading, research, writing, science, social studies, computer science (coding), poetry, drama, music, art, technology, and outdoor education are among the areas of study that may be incorporated. Many current, relevant, research based materials will be utilized to align with the students' AIG identification.

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

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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.

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

In order to be aware of, and meet each unique emotional and social need of our gifted learners, as well as, the school population as a whole, we have a multilayer support and growth system in place. The EC staff, AIG staff, classroom teachers, school counselor, itinerant ( Speech Pathologist and Occupational Therapist ), SOAR instructors, Partnership with St. Gerard House, CREW and administration have open, consistent, and ongoing, communication on a regular basis. They also regularly interact with, and have an open door policy for the students to address any of their needs.

An EC teacher is on the AIG Identification/Advisory Committee. Many of our staff, including AIG have prior EC experience or behavioral training.

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

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

Our AIG enrichment classes provide further opportunity for deeper understanding of gifted characteristics, to share needs and explore feeling, attitudes, and prejudices creating greater understanding, and developing deeper friendships among peers, therein addressing the social and emotional needs AIG has incorporated a ‘Mindful Wednesday’ students each week participating in a different activity .

TMCS believes in fields trips, for both their academic and social value. The standard classroom teachers and the AIG program incorporates many into their curriculum.

**\* Practice C**

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

The Mountain Community School has developed an exceptionally rich Learning Through Expeditions Educational Model. Within that scope, all of the students are involved in unique Class Expeditions (which can be enriched or expanded for AIG students), class Community Service, many curriculum related regular class, or AIG field

trips. There are many other opportunities offered by TMCS that are beneficial to all of our students, and that are flexible and can specifically help address the needs of the gifted learner. Specifically, this year and years to come, we have participated in the Global Read Aloud Incentive. We participated in all categories: Middle School through elementary

school. We wrote and exchanged postcards and letters with five schools in the Us , as well as, two provinces in Canada. We were able to have virtual field trips to all the schools and even had a MEET with one of the classes that we communicated with written correspondence.

We learned about the WWF, specifically the adoption of extinct animals. As a AIG project, we raised money and adopted a mother elephant and her calve. This will be an annual AIG practice.

AIG works very closely with a middle school close to us. We have met to plan and are planning to "buddy" our middle school students and curriculum. Eventually these students will attend high school together.

**\* Practice D**

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

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

Within the core classroom, the AIG staff provides differentiation learning materials and information as to the importance of differentiation. This promotes, and encourages intentional, flexible, grouping. Our classroom teachers provide opportunities for AIG and talent development students to collaborate on projects and activities in the classroom, through flexible grouping, lesson extensions, differentiated materials, to access the AIG learner’s mode of learning. We are also reaching out to other AIG classes locally, as well as across the country and globally with the Global Read program.

Our AIG pull out enrichment classes also address this need,through more learner selected projects incorporating their learning style and interests are utilized. We believe the enrichment class is a place where AIG students can stretch and extend their giftedness through project based learning, discussion, debates, interaction, cooperation, sharing ideas, needs and feelings, and creations. Our enrichment classes incorporate talent development students which include and reflect all socio-economic and culturally diverse groups to foster their intellectual and academic achievement and growth. This class also includes students that are identified twice exceptional.



**\* Practice E**

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

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

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

**\* Practice F**

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

We are The Mountain Community School, but collaboration is our “middle name” and strongly contributes to our success. All of our teachers, staff, and administrators play an integral part in every facet of our school and “wear many hats” in the process. Communication and collaboration are key in enabling the realization, actualization, effectual functioning, and continuation of the many aspects of the educational

services and opportunities, programs, specials, clubs, and extracurricular activities we as a small LEA provide. The commitment of our families and repore with the community play a significant role in the effectiveness of these accomplishments.

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

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

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

High school transition:

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

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

We've arranged for the County high schools, and Blue Ridge community college early college, representatives to come annually for an informational meeting for potential future students, and parents/or guardians.

**\* Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by

Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

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

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

**\* 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.

It is the goal of TMCS to provide traditionally underrepresented AIG populations with appropriate services to provide and educational opportunity for a variety of intervention efforts to develop mindsets. First, professional development is given to encourage mindsets that will promote equity and excellence at all grade levels. AIG has really made an effort to have a very active talent development aspect to our pull out program to provide equity and excellence to all potential students. The EC Specialist is a member of the AIG Identification/Advisory Committee and assists with those students who may be twice exceptional. Our part-time guidance counselor, St. Gerard House therapist and SOAR program provides services for their emotional and social needs. For our highly gifted population we offer opportunities to make students aware of their potentials, we take field trips that encourage community involvement and we provide AIG summer activities. and through NCVPS for high school credit. To ensure that we reach culturally/ethnically diverse, economically disadvantaged, English Language Learners, we have created a section on our AIG Identification Matrix that facilitates their acceptance into the AIG program more effectively. This is done by providing teachers with behavior checklists, as well as an opportunity for students to be identified by a work portfolio and an AIG matrix.

**\* Practice I**

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

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

Math Foundations

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

Mock Trial

Destination Imagination

Student Council

Leadership Class

Power Hour

Genius Hour

Muddy Sneakers

Othello

Science Fair

Lego Robotics

Frisbee Golf

Reading Buddies

Class gardens

Read-a-thon

CREW

Grade Level Service Projects

Mountain Trail Outdoor School

GNAR (gnarliest kids adventure race)

D.A.R. Essay Contest

Carl Sandburg Poetry Contest

Global Read Aloud

AIG Field Trips

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

Pets (dogs, aquariums, rabbits, poison dart frogs, geckos, lizards) To name a few activities.

**\* Ideas for Strengthening the Standard**

TMCS strives for an educational environment where students are inspired to academic excellence and discovery. Teachers, parents, students, and the community work together to honor individuality and diversity, nurture respect for self and others, and foster a life-long love of learning. TMCS is supportive and focused to strengthen the school through the AIG Gifted Program. TMCS will utilize the established AIG committees to initiate conversations and facilitate the best practices for AIG students. TMCS is committed to staff in-service and the gathering of research

based resources and certified personnel that can provide an AIG program that meets the needs of the AIG students in their academic, intellectual, social, and emotional growth and that is equitable and excellent in all grade levels. Adherence to comprehensive programming will occur through:

- 1) TMCS will work to develop mindsets and practices to promote equity and excellence at all grade levels.
- 2) TMCS will provide enrichment and push-in AIG services.
- 3) TMCS will engage AIG students all day, every day through its philosophy that all students should be inspired to academic excellence and discovery.
- 4) TMCS will administer an AIG program that parallels the NC-SCOS.
- 5) TMCS will provide in-service and resources on differentiated instruction.
- 6) TMCS will hold transitional meetings and ensure a smooth continuity between grade levels.
- 7) TMCS will provide times of collaboration for teachers
- 8) TMCS will have regular AIG Identification/Advisory Committee meetings to ensure that students are given the opportunities for acceleration as needed.
- 9) TMCS will have specific methods in place to enhance traditionally underrepresented AIG populations to be served and supported.
- 10) TMCS will develop best practices for effective instruction and the growth of AIG students.

**Planned Sources of Evidence**

* Lesson Plans
* NC-SCOS alignment with AIG program
* New updated resources for AIG
* Staff Meetings with sign ins and note taking
* Minutes from AIG Advisory Board
* Increased strategies to broaden AIG access to under-represented AIG students

\* AIG teacher will attend grade level meetings and seek opportunities to be included in regular classroom activities as a co teacher or simply to volunteer.

\* Professional Development

### Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <a href="#">AIG Standard 2 Additional Resources</a>

Standard 3: Differentiated Curriculum and Instruction

**The Mountain Community Sch (45A) 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.

Because academically intellectually gifted children can comprehend and apply the curriculum at a faster pace, plans must be in place that assure them of additional time for in-depth study and dealing with complex curricular themes and issues. Curriculum modifications must directly address the academic content area(s) in which the students' strengths are identified. The NCSCOS will be adhered to and further instruction adapted that will be delivered at a level commensurate with ability and performance. TMCs' AIG program provides differentiation in reading, writing, and mathematics to align with North Carolina's accountability and growth. It goes beyond the NCSCOS standards to develop challenging levels of divergent thinking. The differentiated instructional placement is based on the assessment of the students' affective and academic levels. Multiple program options address tiered student abilities. Context level and instructional strategies match student abilities along with the appropriate learning environment.

An important goal is to establish a balanced program that weighs both academic enhancement and interest development using a critical and creative processes. This contributes to developing habits and thinking strategies needed to be successful, responsible citizens that can reason, think independently and become

life-long learners. Students learn to work well with others, both as leaders and followers. As they develop in these areas, students have opportunities to mature in areas of special interest and talent. Strategies and settings vary



according to individual learning, social, and developmental needs.

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

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

**\* 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.

TMCS is a small charter school that depends on strong teamwork and collaboration. The AIG Identification/Advisory Committee and the Administration have worked diligently to assist with the communication, evaluation, planning, and development of the AIG program. TMCS is committed to providing a variety of service programs. The academic environment will include heterogeneous grouping with differentiation, cluster grouping with differentiation, enrichment class, consultative support, grade acceleration, and flexible grouping. The enrichment content will provide multi-step problem solving, problem based learning, creative reasoning, advanced verbal reasoning, and deductive and inductive logic. Co-teaching will be utilized that will employ best practices to address a range of learning needs. The AIG specialist will push-in to classrooms to provide support for AIG students during regular whole group instructional activities.

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

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

**\* Practice C**

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

Presently, a variety of research-based resources are available to all students at The Mountain Community School. TMCS bases the curriculum on an expeditionary learning model. This model is based on project based learning and hands-on experiential and outdoor learning. TMCS is located by a 50 acre recreational park (Jackson Park) which is frequently used as the classroom setting. Field trips are encouraged and the students are engaged in many hands-on learning experiences. In addition, the Mountain Trail Outdoor School provides students with additional time to experience science in nature. Semi-annual school trips are conducted to Washington, D.C., so that students can visualize their learning at the nation's capital. These activities, along with after school clubs and enrichment classes during the school day, augment the curriculum and instruction. In staff surveys, the staff stated they want to utilize research based supplemental resources that would be provided for serving AIG students. The AIG resource library is brand new to TMCS and it is a priority that researched based supplemental resources be purchased and made available to all staff. The NCAGT Annual Conference provides many workshops and resources that can be implemented with AIG students. The availability of Chromebooks provides online offerings that are supported and/or monitored by licensed teachers. The North Carolina NCDI Division of Advanced Learning website provides lesson plans and resources for the gifted students, and North Carolina State University provides Learn NC that includes AIG lesson plans and resources.

This standard is a much needed funding target, so that TMCS can build resources that will meet the needs of the gifted learner. TMCS is committed

to training and professional development that can be supported on campus and through professional distance learning. Participation is already in place for competitive programs, such as National History Day, Mock Trial, Science Fair, Sum Dogs, and

Destination Imagination. It is the intention of TMCS to continue to seek opportunities which will allow gifted students to work with other AIG learners outside of the school. TMCS will continue to develop after school opportunities for AIG students. One being, a collaboration with the local library: the library offers an enrichment activity once a month on Wednesdays to all students in Henderson County. It is our goal to attend these sessions so that our students can interact with other gifted students across the County. We will also continue to participate in the Global Read Aloud seeking out other AIG classrooms to engage in the novel activities, meet with other AIG students via Google Classroom and have written correspondence between students in our country as well as other countries participating around the globe.

**\* Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

\*\*\*\*\*TMCS believes in the use of technology and project based learning to give all students multiple opportunities to think critically, collaborate, communicate, and create products using media, information, and technology skills. TMCS is building the technology program at the school via use of the Chromebooks and iPads. The students utilize grade-by-grade level instruction and skills to become competent in their skills to research, dialog, and apply service learning. Classroom teachers and the AIG specialist will foster the continued development of these future-ready skills. By providing technology mediums and software, students can learn to investigate, research ideas, collaborate with other students, and create products to demonstrate their learning. The AIG specialist will provide opportunities for students to interact with professionals, other AIG students from around the world, and community stakeholders to solve real world issues. AIG enrichment class will feature a “hour of code” for students interested in pursuing computer science applications. The outdoor science learning at TMCS utilizes the scientific method in real world scenarios and with real scientific equipment. The continued use of deductive and inductive logic, critical thinking skills, and advanced verbal reasoning with the AIG specialist will provide more support as these students continue with college and career readiness in their future. TMCS provides an enhanced technology infrastructure that supports multiple devices being used in the classroom: therefore requiring no need for a designated computer lab setting.

**\* Practice E**

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

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

MAP

NC EOG Tests

CogAT

EVAAS

iReady

BOG and EOG (3rd Grade)

Student Portfolios  
AIG Matrix

Teacher Inventories

Teacher Feedback

Teacher Surveys

**\* Practice F**

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

TMCS has always been focused on the social and emotional needs of the students. The school environment is a positive and safe place in which students can learn. The administrator and the staff have an open door policy; thus the students are encouraged to communicate their emotional needs. We have in school counselors and the SOAR program which provide services for social and emotional needs and growth, as well. TMCS also has our CREW program where students learn to work together on a common purpose using social skills and practical applications. Three dogs and a rabbit are housed within the school and are in relationship with the students. Lunch is regularly eaten outdoors near the recreational area. Field trips are regularly utilized in all grade levels to enhance learning. All of these practices support the needs of all the students, including the AIG population.

Research indicates that the gifted population has unique affective needs which may stem culturally and diverse backgrounds. AIG students can have unique characteristics that can be positive and negative when relating to other same-aged peers. Annual professional development is offered to all staff to understand the characteristics of gifted students and how that affects the emotional and social development of the AIG students. Continued conversations and AIG Identification/Advisory Committee meetings will allow discussion and brainstorming of ideas on how to meet the needs of the whole child that comes to the AIG program. It is necessary for the AIG specialist to teach gifted students to understand their own needs, select strategies for support, and to advocate for themselves. Again, the AIG resources, such as Parent Handbook, AIG Plan, and brochure, will help foster understanding between students, parents, staff, and the community. School staff, as well as mental health specialists in the area of gifted, and the AIG specialist will provide specific information and workshops that will support the understanding of the gifted child for all TMCS families. Funding will be used to provide the resources and opportunities for the stakeholders and the gifted population to be supported.

This year we have incorporated a "mid week mindfulness" activity each Wednesday to address the social and emotional needs of our AIG students. The AIG teacher has made available several of the latest mindfulness games and activities and those have been incorporated into Wednesday instruction. The AIG teacher is also co-teaching a Life skills class on Tuesday afternoons in which many of the AIG participate.

**\* 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.

\*\*\*\*In K-2, the AIG specialist and classroom teachers spend time observing and working with the classes to evaluate students and become acquainted with their strengths and whether any young learners may fit the criteria for AIG. Using our Gifted Learner Checklist as well as early benchmark scores we create a talent pool of young learners in K-2. The AIG specialist and team provide the K-2 classrooms with differentiation support as well as enrichment pull-out designed to collaborate with areas and units of study in the classroom.

The CogAt is administered first semester of 3rd grade. Data will be review and students will be identified in 3rd grade at which time the AIG enrichment class will begin. Training is provided for all teachers including K-3 to increase rigor in activities aligned to the standards. Regular classroom teachers will be assisted with resources and strategies for supporting the potential of these young learners by the AIG Specialist.

Students who transfer and have not been tested will have a test administered based on teacher recommendation. Students who do not place as far as test results will also have a chance to receive services based on a teacher checklist and/or a work portfolio.

**\* 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.

It is TMCs' goal to utilize and collaborate among the classroom teachers and AIG staff to provide rigorous and engaging differentiated instruction at all grade levels. The AIG specialist will participate in after-school staff meetings and is available during the school day to answer any questions or provide resources as needed. The AIG teacher will also be available in the regular classroom assisting with special projects and having the AIG students present material to their classes as well as integrate the material in AIG with the regular classroom instruction.

The AIG teacher will offer support of curriculum for the regular classroom teacher and serve as a source of information

on ways to address the needs in the regular classroom for the gifted learners.

AIG articles will be given to the classroom teachers monthly.

**\* 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.

A Differentiated Education Plan is established for each identified AIG student. The Plan is updated, conferenced and signed annually with their parent(s)/guardian to establish the services that will be provided. AIG folders will be kept for each identified student and the folders will transition through middle school, and to the high school that the students choose to attend upon graduation in 8th grade.

TMCS will document:

Initial Information Meetings

Student Eligibility Records

Differentiated Plans

Records of Communication with Parents/Families

Records of Annual Meetings with Family and AIG Specialist Student Progress Report

**\* Ideas for Strengthening the Standard**

TMCS presently utilizes learning through expeditions. This model is a learning by doing, with a particular focus on character growth, teamwork, and reflection. It is a learning theory

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

DEPs


**Planned Sources of Evidence**

- \* Classroom Observations of differentiate Services. Also, observations of small group sessions in the classroom.
- \* Observations and notes from grade level team meetings
- \* Records of dual enrollment, use of NCVPS



* Records of Professional development
* Plan and implementation of School Certificates for AIG
* Master schedules with flexible Grouping
* Student work products
* Formative and Summative Assessments
* DEPs
* Monthly AIG articles on current trends or activities for gifted students for regular education teachers.

**Documents**

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 <a href="#">AIG Standard 3 Additional Resources</a>

Standard 4: Personnel and Professional Development

**The Mountain Community Sch (45A) 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.

The AIG coordinator/specialist has worked with the administrator and the advisory committee to guide, plan, develop, and revise the AIG program. It is implemented under the direction of the administrator and TMCS Board. The AIG coordinator/specialist works with the state leaders in AIG to obtain further assistance and suggestions reviewing the AIG program at TMCS. The AIG coordinator/specialist/staff attends state, regional, and state and national AIG conferences to stay current with the strategies and implementation of the local AIG program and plan across the state and across the nation.

The AIG teacher seeks out the latest articles on research of gifted students and makes this information available to all teachers in the school.

The AIG teacher communicates with local AIG teachers to ensure that material covered is compatible with schools that a student may transfer to or from into TMCS.

**\* Practice B**

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

The AIG specialist spends most of the school time with direct support to the staff and the identified AIG students. This task will occur in the push in and pull out services. In addition, the specialist and other staff and parents will enhance the AIG program with competitions and enrichment times during school and after school. It is the goal of TMCS to:

- 1) Allocate the AIG Specialist time to work with K-2 talent development, elementary services, and middle grades AIG services.

- 2) Support school partnerships as needed to ensure that AIG students are properly challenged and supported through professional development and embedded coaching.

The AIG Specialist will:

- Spend most of the part-time work in direct support of AIG services and with student learners, addressing their academic, intellectual, social, and emotional needs in collaboration with classroom teachers, administrators, and students support service personnel.
- Provide direct support of classroom teachers to plan, guide, and monitor instruction for AIG and potentially identified gifted students.

**\* Practice C**

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

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

The AIG specialist will also provide teachers the latest trends or activities for supporting gifted students in the

classroom through articles for all teachers in the building. AIG will also make teachers aware of AIG PD online opportunities for CEU credit.

Parents/Guardians will be provided the same kinds of information on supporting these learners at home.

**\* Practice D**

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

It is the goal that the teaching staff of TMCS all receive AIG professional development throughout the year. The AIG specialist will meet at the beginning of the year to clearly outline criteria for identifying gifted students. The AIG specialist will provide teachers and parents with articles on supporting the "gifted learner". The administration will provide annual workshops during in-service trainings. TMCS will encourage a school AIG trained certification for regular classroom teachers. Since all grade levels consist of one teacher and one classroom at this time, it will be necessary to train all staff that work in the regular classroom. Funds will be ear -marked for staff development. TMCS will provide for supporting new AIG add-on licensure for interested teachers. Documentation of AIG training will be kept with sign-in sheets, certificates of completion of in-school credit, and North Carolina teaching certificate licensure for teachers that decide to obtain state certification. The AIG teacher will be visible and available to classroom teachers, offering support in any way that would be needed.

**\* Practice E**

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

TMCS will use data to forecast staffing needs and create marketing campaigns that appeal to candidates of diverse backgrounds. The school will continue to create partnerships with teacher preparation programs from nearby colleges that encourage these students to be interested in working at the school. Opportunities could be offered at TMCS to allow these students to volunteer or be invited to visit the school to forge a relationship between the two programs. Ensure that the hiring committee has developed interviewing practices that reveal a candidates entire experience, knowledge and strengths. Staff members could be trained to recognize personal bias and will be trained in

interviewing using performance based tasks. These tasks would include videos and work based portfolios. TMCS will also encourage AIG add-on licensure for all teachers interested. Strong school leadership, and evidence showing that teachers stay at TMCS because it is a great community to be a part of. strong leadership will also support the recruitment of good teachers of ALL backgrounds.

TMCS will strive to provide a proud atmosphere that feels inviting to visitors of the school. Results from the Working Condition surveys can help the staff in this endeavor.

**\* Practice F**

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

Staff members will have training to recognize personal bias and to learn strategies to change the mindset about hiring. Candidates will be able to show all that they offer, as often only grades and test scores do not fully show all someone may offer. Staff members could be trained in interviewing using performance based tasks, such as videos and performance based portfolios. Encourage staff members to offer support of all new teachers and use results from the Working Conditions Survey to continue improving working conditions so that the school continues to be a place that anyone would love to work.

Teachers will have training to realize that giftedness can be found in all socio-economic and racial backgrounds. They will be aware of looking for other types of giftedness beyond standardized test scores and grades, such as humor, reasoning abilities, creativity, use of vocabulary and leadership among peers, to name a few.

**\* Practice G**

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

TMCS will provide professional development during each school year to address this goal. Professional learning opportunities focused on AIG best practices will be provided for differentiated instructional strategies, use of data to inform practice, and content

knowledge. The gifted specialist will collaborate with the regular teachers by communicating best practices from regional and state workshops. The AIG specialist will also work with the classroom teachers to suggest resources and websites that address the best practices for the gifted students. Such websites include the NCDPI Division of

Advanced Learning and Learn NC. Also, the administrator will encourage AIG professional development opportunities for all staff and the specialist.

TMCS will have regular team meetings, so that the AIG Specialist and the regular classroom teachers can communicate and provide mutual support. During this time there will be opportunities to: -Plan differentiated activities for AIG students in the regular classroom. -Collect data on the impact from these activities and reflect to provide for continuous professional growth.

**\* Ideas for Strengthening the Standard**

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

TMCS can strengthen the program by:

- 1) Carefully consider the AIG program as schedules are developed for the next school year.
- 2) Allow sufficient time for inclusion and enrichment by the AIG Specialist.
- 3) Provide exceptional professional development that supports the regular classroom teachers and encourages teachers to market new staff members with diverse backgrounds.
- 4) Target low-income students in the K-2 period, so that these students can be given support by the AIG Identification/Advisory Committee (economic resources, study skills, mentor help).
- 5) Build relationships with local educational institutions to encourage applicants with diverse backgrounds.

## Planned Sources of Evidence

- \* AIG Professional Development Opportunities with School Goals
- \* Teacher transcripts showing add-on licensure and educational involvement in AIG curriculum
- \* Attendance from Regional and State meetings
- \* Increased conversation and notes from Team meetings and AIG Advisory meetings
- \* Increased focus on Working Condition Survey results

## Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	<a href="#">AIG Standard 4 Additional Resources</a>

Standard 5: Partnerships

**The Mountain Community Sch (45A) 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.

TMCS, Community is part of our name. We work as a whole to enrich and make our school successful. We have tremendous support from our parents and families. Most giving many more volunteer hours than the expected 3/month/family. TMCS invites parents to be a part of the AIG community as well. We invite parents/guardians to be a part of the AIG team as volunteers, committee members, as well as join our parents of AIG students group. They help with field trips and provide resources in the classroom. There are many schoolwide, class, or multigrade social events at TMCS, in which parents and families are involved. These activities also contribute to our sense of community, as well as, the social and emotional wellbeing of our AIG learners: an annual schoolwide Pool party/potluck, dinners, dances, classmeals, movie nights, and THE GNAR (kids adventure race). The AIG students have participated at the local library for a once a month enrichment activity. Most of the events are open to the entire family, so many parents/guardians have attended with siblings.

Our parents/families have many various occupations and interests, they enrich the academic and intellectual side of the AIG program by sharing their knowledge and skills. A parent newsletter is sent home informing the parents of what



we will be covering in AIG, which offers them the ability to contribute what they may have to offer. Parents are also very helpful in supplying materials needed for projects as well as financially supporting special projects.

**\* 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.

TMCS will seek contacts and partners among local organizations to provide extensive service learning opportunities for AIG students. TMCS AIG specialist will seek grant opportunities within the community to provide more unique learning experiences and funds. TMCS will continue to seek a diverse group of community members to become an active part of the AIG Identification/Advisory Committee. TMCS will have staff/team meetings and other communication between the regular education teachers and the AIG staff to ensure that the needs of AIG students/families are met. TMCS will be exploring the various avenues for extending and creating opportunities that will enhance the AIG program in the school and the community.

**\* 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.

The TMCS' AIG Identification/Advisory Committee meets regularly to help develop, implement, and monitor our local AIG program. The AIG Identification/Advisory Committee is instrumental reviewing annual AIG student/parent/guardian, and staff surveys. The committee consists of the administrator, the AIG specialist and staff, a middle school and elementary classroom teacher, the special education teacher, a parent, and a community

representative. There are several parents of AIG learners, as well as community representatives, on The Mountain Community School Board. They are aware of and keep abreast of our program.

We will initiate the parents/guardians of AIG group at the school with regular meetings. We already have community collaborations in place with several businesses, are working toward others, and are establishing a list of community members and resources that can also support the AIG program.

The EC liaison, works closely with the AIG coordinator, especially seeing that we have students that are twice exceptional.

**\* 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.

The AIG staff utilizes many avenues to keep our stakeholders: AIG students/parents/families, and the school and community informed regarding our AIG program, plan, gifted policies, and opportunities. Our AIG plan is on the school website and is available in the AIG room. An AIG brochure is available with other materials on the school office information counter. The AIG staff uses frequent emails, a monthly AIG newsletter, individual or group conversations or meetings, an annual parent meeting/ conference where DEPs are shared and signed, monthly staff meetings, open houses and expedition nights, letters, fliers and posters, phone calls, as well as Fridge Facts (the monthly TMCS' newsletter) to convey relevant particulars of the AIG program.

The AIG specialist/staff will represent the school at regional meetings as well at the state conference for the gifted policies for AIG. A website for AIG will be created at TMCS, so that parents can be made aware of summer enrichment programs, parent workshops held at such places as the NCAGT Annual meeting. Resources that are available form the

National Association of the Gifted and Talented and the NCAGT will be made available to parents as links on the AIG website. A brochure is available and a flier will be constructed, so that the community at large can be informed about the AIG program at TMCS. The AIG Identification/Advisory Committee will meet regularly to update TMCS AIG Plan.

The same modes of communication will be used to notify families of AIG opportunities as used in Practice B. To date we have not encountered the need for alternate native language usage. But, if/when it is necessary we have access to an ESL teacher, several German as a first language parents, and we will seek access to any other language speaker/writer as is required to keep continual, open communication with all of our families in their native language.

TMCS will inform parents/families and the community of opportunities available to AIG students through the use of an array of communication modes to ensure that all stakeholders are informed about the opportunities available to AIG students. The use of media, websites, newspapers, AIG newsletter, flyers and, AIG Showcases, will be utilized to keep communication open and current. TMCS with the support of the AIG specialist will keep records of communication in a communication log, so that documentation will support this practice. The log will be periodically evaluated by the AIG Identification/Advisory Committee to determine if other ways of communication are needed, as well as determining the effectiveness of the communication. As TMCS' population of students is reviewed, The AIG program will provide communication in the native language of the AIG families.

**\* Ideas for Strengthening the Standard**

TMCS will seek contacts and partners among local organizations to provide extensive service learning opportunities for AIG students. TMCS AIG specialist will seek grant opportunities within the community to provide more unique learning experiences and funds. TMCS will continue to seek a diverse group of community members to become an active part of the AIG Identification/Advisory Committee. TMCS will have staff/team meetings and other communication between the regular education teachers and the AIG staff to ensure that the needs of AIG students/families are met. TMCS will be exploring the various avenues for extending and creating opportunities that will enhance the AIG program in the school and the community.

**Planned Sources of Evidence**

* AIG Identification/Advisory Committee
* Continued Solicitation and Involvement of the Committee
* Newsletters, Fliers, Brochures
* Media
* Websites for AIG and TMCS
* AIG Showcase Pictures and Projects
* Rosters from AIG meetings

**Documents**

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 <a href="#"><u>AIG Standard 5 Additional Resources</u></a>

Standard 6: Program Accountability

**The Mountain Community Sch (45A) 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.

The AIG staff, Identification/Advisory committee, with input of staff, AIG students and parents, has worked hard to establish, create and write an AIG plan (and program) that is aligned and in accordance with state legislation and SBE policy (N.C.G.S. 115-C-150.5-8 (Article 9B)). The current 2019-22 AIG Plan has been reviewed by our principal, approved by The Mountain Community School Board and sent to SBE/DPI for review and comment.

Considerable effort has been used to reflect on Article 9B, the North Carolina AIG Standards, and to reevaluate TMCS' plan and AIG program. Used for this endeavor were student and parent surveys, teacher input, testing and achievement data, and wisdom and research of other AIG educators, and looking at criteria for identification from other LEAs (particularly Henderson Co.). Areas for improvement were noted and accordingly several changes have been made to improve and strengthen our AIG plan/program. We have revamped the level of our identification criteria, increased pull out enrichment and talent development for K-2, and improved our method of identifying underserved populations through an Identification Matrix that allows extra consideration for the underserved populations, and the possibility of non verbal testing such as the Naglieri.

At TMCS we are committed to insure our AIG plan and program adheres to Article B, the state standards, and the maxim: "AIG; All Day Everyday ", to meet all of the needs of all of our gifted learners.

**\* Practice B**

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

The Identification/Advisory Committee, administration and School Board oversees the formulation of our AIG plan and continues to monitor to ensure our program adherences to, and is in accordance with state legislation, and is implemented with integrity. The administration and

AIG Identification/Advisory Committee take an active role in providing support, input, and suggestions for for implementation of our plan and program. The principal expects an AIG program based on integrity and in the best interest of our AIG learners. The administrator will conduct routine visits and be in continual communication with the AIG specialist to assess the quality of the implementation of the AIG Program. Our AIG plan is not only an official document, but a familiar, living, intergel working guide to our program. Engaged students using critical thinking skills and tools, as well as projects, assessments, maintained high grades, and test data from EOGs and MAP will be a means of determining if AIG students are meeting expected growth.

The AIG specialist and staff attend state and regional AIG meetings, and NCAGT conferences, and attend to all NCDPI/AIG emails, webinars and updates, to insure we keep abreast of any new legislation, directives, or research. TMCS is mindful of the AIG Plan Standards and Article 9-B and is committed to adhering to them.

**\* 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.

District Response: TMCS will properly use the designated State funds for the local AIG program according to state policy. The administrator and financial officer will budget, monitor, and oversee the distribution and use of all AIG funds in accordance with the mandates of the North Carolina Department of Public Instruction/AIG. It is duly noted that all charter schools receive statewide AIG funding through the general charter school allotment. The funding available is

presently used toward the salaries for a part-time AIG specialist/ teacher and a full-time assistant teacher, and additional money for materials, and teacher in-service training

**\* Practice D**

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

The AIG staff maintains a schoolwide spreadsheet to keep abreast of all student achievement and growth, including our AIG learners. It is review, analyzed, and acted upon, as new data becomes available. EOGs, MAP, and other assessments will identify areas of strength, and needed growth. Teachers, administrators, and staff can access the spreadsheet as needed. Power School is another avenue for pertinent information. The AIG student file also contains data on achievement, growth, and their quality of work.

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

Being a small school enables good communication to share and discuss student needs and growth. We are a close knit school, and know each other and all of our students. Each of us is involved, wear many hats, and have a stake and vested interest in the welfare and growth of each learner.

**\* Practice E**

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

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

With a total of 16 identified AIG students and 18 students as talent development, resulting in a total of 34 students being served, it is easy to monitor the underrepresented populations.

TMCS will use the data for the top 10% of the students with the goal of including all AIG students. The culturally/ethnically diverse and the English language learners' data will be given a second look to ensure that AIG students are identified and served. Alternate non-verbal testing will be administered when needed. Since approximately 20% of the school's population is economically disadvantaged, we will work to target and identify the potential gifted students, to serve and support them. A special education specialist is a member of the AIG Identification/Advisory Committee and she will be utilized for identifying markers of gifted children that might be twice-exceptional identified. Based on test data and classroom performance, clearly highly gifted students will be given the resources needed to excel. Presently, advanced math is provided at TMCS.

Schoolwide information on all populations of students will be reviewed by the AIG Identification/Advisory Committee and administration annually.

#### **Percent Ethnicity Identified as AIG**

TMCS has a total student population of 193 students. The ethnic breakdown is as follows:  
Male 108 and Female 85.

We have 4 black students, 24 Hispanic, 10 Multi, and 155 White students.

Based on our current **Identified** students we have 0% percent ethnicity. However, we do have some diversity with our talent development students: We have 1 student Hispanic and 2 multi students. We already have plans for 2 twice exceptional students for talent development for next year, with a possible chance of identification. We have another student we believe to be twice exceptional but parents will not consent for testing.



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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.

The school administrator maintains current data of regarding the credentials off all of the personnel serving AIG students. Including CEUs and updating licensure.

The AIG specialist and staff will coordinate the AIG program at TMCS and will attend regional AIG meetings and the NCAGT Annual Conference to gain further CEU's in gifted education. TMCS will be providing regular AIG workshops for the regular classroom teachers and support personnel who will be teaching gifted students and as funds are made available, regular classroom teachers will be asked to consider state licensure.

**\* Practice G**

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

Surveys will be administered annually to parents, staff, students, and the community at large to assess the effectiveness of the AIG program at TMCS. The feedback will be discussed and directly

impact the type of services that are provided at TMCS. Adjustments will be made to best serve the AIG population. We intend to initiate a group for parents/guardians of AIG students at the school, so that valued input can be gathered from the parents/guardians. Minutes of meetings of the AIG Identification/Advisory Committee and the parent/guardian group will be kept during the plan's cycle. Student feedback, suggestions, and analysis of test data will also serve as indicators of the effectiveness of the local AIG program. And finally, the AIG Identification/Advisory Committee will evaluate the effectiveness of the local AIG program by communicating and consulting with the teachers of each grade level during team meeting minutes and informally during lunches.

**\* 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.

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

**\* Practice I**

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

TMCS will be providing the evaluation data of the local AIG program to the public by having the AIG plan on the school's website. The AIG Identification/Advisory Committee will meet regularly and work to improve the AIG program with the stakeholder representatives. Surveys will be sent to all stakeholders annually at the end of the school year. The information from the surveys will be disseminated, so that effective changes can be made to better serve the AIG population. The improvements to the plan will be added to the AIG Plan on the TMCS' website. The End-of-Year testing results will be made public for TMCS and will include information about the AIG subgroup. The information is regularly shared with parents and the AIG Coordinator/Specialist will meet with parents that have further questions. AIG work, open house meetings, and monthly newsletter coverage of the AIG program will give opportunities for the AIG program to be public and to provide information of events in which all stakeholders can be involved. The AIG plan will be posted on the NCDPI/AIG website and it will reflect alignment with the AIG standards. Areas of improvement will be revised on the plan, so that TMCS plan/program can continue to be improved based on the goals of Article 9B.

**\* 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.

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

Annual parent invitation to conference and DEP signings are held for identified students. Careful annual reassessment procedures occur to ensure that AIG students receive the education that fits their learning

styles. Written policies, procedures, and practices will be distributed in English and other native languages as needed.

Conflict Resolution Procedures:

Parents can address to;

-Classroom teachers

-AIG teacher/staff

-AIG Coordinator

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

-School Board

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

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

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

In the event that the local disagreement procedure fail to be resolved at the at the LEA level, the state disagreement procedure may be requested by the parent/guardian, they may file a petition for a contested case hearing under Article 3 of Chapter 150B of the general Statutes. This must be done within 30 calendar days. The scope of the review shall be limited to: 1) Whether the local school administration unit improperly failed to identify the child as an Academically Gifted student, 2) whether the local plan for the Academically Gifted Services has been implemented appropriately in regard to the child. Following the hearing, the administrative law judge shall make a decision. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administering law judge becomes final and binding of all parties. In the event that the parent/guardian prevails in the due process, TMCS is not responsible for the parent/guardian's legal fees (Henderson County Schools AIG Procedures to Resolve Disagreements on State Level).

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Process	Procedure
Informed consent for identification	* Parent Conference and DEP signing.
Informed consent for placement	* Signing the DEP

Transfer procedures	* If the student have been previously identified at another school, the student is accepted into our AIG program.
Reassessment procedures	* Previously addressed
Procedures to resolve disagreement	* Previously addressed.

**\* Ideas for Strengthening the Standard**


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

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

**Planned Sources of Evidence**

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

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 <a href="#">AIG Standard 6 Additional Resources</a>

Local Board of Education Approval




**The Mountain Community Sch (45A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

05/24/2022 









Original Application Submission Date: 06/02/2022

**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="#">Approval Form</a>  <a href="#">Approval Form</a>

AIG Related Documents

**The Mountain Community Sch (45A) 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="#"> <u>Local Board of Education Approval Template</u></a>	<a href="#"> <u>Approval Form</u></a> <a href="#"> <u>Approval Form</u></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	<a href="#"> <u>AIG Standard 1 Additional Resources</u></a>
AIG Standard 2 Additional Resources	N/A	<a href="#"> <u>AIG Standard 2 Additional Resources</u></a>
AIG Standard 3 Additional Resources	N/A	<a href="#"> <u>AIG Standard 3 Additional Resources</u></a>
AIG Standard 4 Additional Resources	N/A	<a href="#"> <u>AIG Standard 4 Additional Resources</u></a>
AIG Standard 5 Additional Resources	N/A	<a href="#"> <u>AIG Standard 5 Additional Resources</u></a>



	<u>Resources</u>	
AIG Standard 6 Additional Resources	N/A	<a href="#"><u>📁 AIG Standard 6 Additional Resources</u></a>

Glossary

**The Mountain Community Sch (45A) 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.