

Overview: Mission/Vision Statement and Funding

Clover Garden (01C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Clover Garden 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 Clover Garden local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The Clover Garden School Vision for our AIG program works in tandem with the overall vision for the school, as well as our School Improvement Plan. "The Vision for Clover Garden School is to create a community of empowered learners in an atmosphere of mutual respect, responsibility, and trust. Every student will be inspired and challenged to learn, to

grow, and to accomplish academic, social, and career goals. Clover Garden School recognizes that all students have unique gifts, talents, abilities, and interests that should be encouraged, discovered, nurtured, and celebrated. Our AIG plan offers gifted students the opportunities to work with like-ability peers, to collaborate across grade levels, and to interact with other students with common interests and with those students who may differ in a variety of diverse areas. At Clover Garden School, our AIG Plan provides flexible programming options throughout the school year, providing students with opportunities that are adaptable based on their individual needs. This flexibility promotes innovative thinking as it relates to learning environments and experiences.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 36,596.04	* \$ 0.00	* \$ 0.00	* \$ 0.00

<p>Standard 1: Student Identification</p> <p>Clover Garden (01C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0</p>	<p>Standard 1: Student Identification</p> <p>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</p> <p>Practice A</p> <p>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.</p> <p>The Clover Garden School AIG Plan implements clear and concise referral and screening processes leading to formal AIG identification. For students in grades K-2, the focus is on providing supportive and diverse learning experiences to determine if the student is an early emergent reader, a bright and curious student, or an academically/intellectually gifted student. Children in grades K-2 should be identified and referred for AIG services in the upcoming year. In each subsequent year, the new teachers will collect pertinent examples of each student's advanced work. The AIG Committee will monitor the progress of each of these students and make recommendations to nurture advanced learners. All 3rd grade teachers will maintain student portfolios for their advanced learners through the school year. At midyear, all 3rd grade students who are nominated for AIG services follow the formal identification and eligibility based on the listed criteria in Standard 1, Part B below. Since there are no EOC scores for 3rd grade students, the BOG scores will be considered. For grades 4-12, the Clover Garden School AIG Committee reviews the most current student data annually within the first 9 weeks of the school year. The AIG Committee consists of the AIG Coordinator, AIG certified teachers, a school administrator, curriculum specialists, student support specialists, and the school's registrar. Students who enroll in CGS after the 1st 9 weeks are evaluated based on the previous school's identification. Student data is gathered throughout the year and is reviewed during the screening process at the beginning of the next school year. The AIG Plan information regarding these processes is communicated to all stakeholders by online resources, face-to-face conferences and meetings, brochures, and parent letter or email. At Clover Garden School, a teacher, a parent/guardian, or a school administrator may refer a student for evaluation of AIG eligibility and the need for AIG services. The AIG Committee follows the steps for formal AIG services. For students REFERRED, the following steps are taken:</p> <ol style="list-style-type: none"> 1. The student's teacher reviews the individual student's data. 2. Parental consent for formal evaluation by AIG Committee. 3. Teacher refers student to the AIG Committee for eligibility determination. <p>For students who are IDENTIFIED, these additional steps are taken:</p> <ol style="list-style-type: none"> 1. Permission to implement AIG services is communicated to the student's parents by email or letter. 2. A Clover Garden Differentiated Education Plan (DEP) is created for each student identified (Form) 3. Conference scheduled with parents to discuss student's placement and to sign permission to implement the Clover Garden Differentiated Education Plan (DEP). <p>For students who are recommended but do not meet the AIG eligibility requirements:</p> <ol style="list-style-type: none"> 1. Conference scheduled with parents to discuss the findings of the AIG Committee; parents & AIG Committee member sign documentation. 2. The regular education teacher will continue to monitor the student's progress through the regular curriculum, and the data points will be revisited in the next eligibility cycle. <p>Practice B</p> <p>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.</p> <p>The Clover Garden School AIG Plan incorporates a multiple pathways approach within the identification process. The AIG Plan looks at a variety of measures and assessments that demonstrate aptitude and achievement. In order to be eligible for AIG services, the student must meet at least two of the following five PART A criteria in the subject areas of Reading and/or Math.</p> <p>Criteria:</p> <p>PART A - at least two of these five criteria must be met:</p> <ol style="list-style-type: none"> 1. EOG/EOC- Student must score a Level 5 on READING or MATH 2. Nationally Normed Test- 90% 3. End of Year -Ready Assessments-Students must perform at least "Mid-Year" of current grade or higher than their current grade level on the final year end assessment. 4. Identification from other schools- CGS will accept other LEA's student identification process and designation. 5. IO score of 115 or higher <p>PART B-secondary consideration if needed:</p> <ol style="list-style-type: none"> 1. School Performance- Student must score an "A" in either ELA/Reading or Math on the last annual report card. 2. Teacher Recommendation- Teacher provides an overview of student academic success over three of four nine weeks (teacher observations, parental input) 3. Student Work Samples- (student portfolio that must include at least three of four nine weeks of the best student work in ELA/Reading and Math) <p>The Clover Garden School AIG Plan recognizes the following student designations:</p> <ol style="list-style-type: none"> 1. Intellectually Gifted (IG) based on student performance on Nationally Normed Tests or IO score per above criteria. These students have demonstrated an aptitude for higher level learning; however, they may not be performing at high levels within the classroom. Typically perform well on activities that involve reasoning, creativity, questioning, and problem-solving 2. Academically Gifted in Reading or Math (AR, AM)-based on student performance on EOG/EOC tests. End of Year -Ready assessment results per the above criteria. These students have demonstrated individual performance on either Reading or Math academic measures of learning. 3. Academically Gifted in Reading & Math (A1)-based on student performance on EOG/EOC tests. End of Year -Ready assessment results per the above criteria. These students have demonstrated individual performance on these academic measures of learning in both Reading/ELA and Mathematics. <p>Practice C</p> <p>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.</p> <p>AIGCS, the staff and school administration understand the importance of nurturing, discovering, and inspiring the academic/intellectual giftedness within our student population. CGS recognizes and encourages all student populations to achieve and to excel based on individual student needs, interests, and abilities. The AIG Committee evaluates and analyzes sub group data from PowerSchool and EVAAS, as well as individual student aptitude and performance data, in order to identify historically underrepresented and underserved populations, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.</p> <p>Students who meet at least two of the following criteria could be administered an alternate test for the eligibility determination for AIG services.</p> <ul style="list-style-type: none"> -scores within three points of the criteria on an aptitude test listed above in Standard 1, Part B, Criteria Part A -scores within three points of the criteria on an achievement test listed above in Standard 1, Part B, Criteria Part A -current report card grades no lower than a "B" for the entire school year <p>Clover Garden School's student population is determined by the North Carolina Lottery System. The AIG Committee strives to ensure that our screening, referral and identification processes are equitable for all students, ensuring that all students are given the same opportunities.</p> <p>Practice D</p> <p>Monitors the screening, referral, and identification processes for consistent implementation across the LEA.</p> <p>It is the goal of the AIG Plan to be clear and consistent in screening, referral, and identification processes across the different grade levels. The AIG Plan is made available to all stakeholders through online and print resources. The AIG Committee is responsible for locating, developing, and holding regular staff development on pertinent topics related to the AIG Plan, which is on-going throughout each year.</p> <p>Practice E</p> <p>Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large</p> <p>AIG Plan information is available at open houses, parent meetings, family nights, staff training and meetings, and upon request. Additionally, the AIG Plan is available on the school's website and through the North Carolina Department of Public Instruction website under "Local AIG Plans.</p> <p>Practice F</p> <p>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.</p>
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Each individual's Clover Garden Differentiated Educational Plan (DEP) is shared with all stakeholders. For each student that is nominated for AIG services, members of the AIG Committee meet with the teachers and students and their parents/guardians to review the identification process and the corresponding evidences of eligibility. The AIG Coordinator oversees the documentation for each individual student. All confidential student AIG information, including documentation for screening, referral, and identification is securely housed with the AIG Coordinator.

Ideas for Strengthening the Standard

- Recognize that multiple intelligences in other content areas such as History and STEAM (Science, Technology, Engineering, Arts, Mathematics) should be considered for student identification purposes (possible AG-Academically Gifted designation)
- Share program progress and updates at staff meetings, leadership team meetings, Board of Directors Meetings, and parent meetings.
- Design and develop brochures outlining the school's AIG Plan for distribution to all stakeholders.
- Continue close collaboration with the Student Services department to ensure all student needs, especially social/emotional needs, are being met.
- Add AIG Plan criteria in the school's course catalog
- Develop Parent and Student Rights Handbook, to include a written copy of the appeals process provided to parents of AIG students
- Create an AIG Documentation checklist and forms packet

Planned Sources of Evidence

- * AIG rosters, AIG Committee minutes, student demographics data, student BOGEOE/OCI-Ready testing performance data, professional development documentation, school website, stakeholder brochures
- * meeting agendas, student Clover Garden DEPs, and student portfolios.

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of 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 Clover Garden School AIG Plan requires teachers to adapt the North Carolina Standard Course of Study to address a range of advanced ability levels in Language Arts, mathematics, and other content areas, as appropriate, through the use of differentiation instructional practices and strategies, including enrichment, extension, and acceleration. In addition to the regular classroom teachers, the AIG Committee researches specific resources to assist teachers in developing unit and lesson plans, providing teachers access to the tools and resources necessary to meet the individual needs of their AIG students. The NCSCOS is enhanced in a variety of ways by differentiating the curriculum in the areas of content, process, product, and learning environment. CGS teachers use the Revised Bloom's Taxonomy, Webb's Depth of Knowledge Model, and Universal Design for Learning Plan (UDL) to assist them in developing differentiated lessons that engage, motivate, and inspire their students. The AIG program employs the use of higher order thinking skills focusing on creativity and innovation to increase the academic rigor of the regular education classroom.

For each identified AIG student, a Clover Garden Differentiated Education Plan (DEP) is established based on the specific academic and affective needs of the student.

The AIG Plan includes the following programs at each grade level:

Grades K-2: differentiated unit & lesson plans; flexible grouping arrangements in regular education classrooms and among grade level classrooms; small group instruction; problem based learning; tiered assignments; real world math simulations/projects; specials classes to include performing and visual arts; student choice of program and product as appropriate.

Grades 3-5: differentiated unit & lesson plans; flexible grouping arrangements in regular education classrooms; small instructional groups, and among grade level classrooms; pre-assessments & credit for content mastery based on NCSCOS; curriculum compacting; problem based learning; literature circles; tiered assignments; real world math simulations/projects; specials classes to include performing and visual arts, and STEAM activities; student choice of program and product as appropriate.

Grades 6-8: differentiated unit & lesson plans; flexible grouping arrangements in regular education classrooms; small instructional groups, and among grade level classrooms; pre-assessments & credit for content mastery based on NCSCOS; curriculum compacting; problem based learning; literature circles; tiered assignments; real world math simulations/projects; North Carolina Virtual High School classes based on student performance; electives to include performing and visual arts and STEAM classes; student choice of program and product as appropriate.

Grades 3-6 MATH: Students in Grades 3-6 will receive weekly advanced math learning opportunities with a math specialist.

Grades 6-8 MATH: In accordance with House Bill 500, students in grades 6-8 who score at the highest level on EOG are placed in the next advanced math course. If a student scores at the highest level in grade 6, the student is placed in the advanced 7th grade compacted course. If the student scores at the highest level in grade 7, the student is placed in NC Math I in 8th grade.

Grades 9-12: differentiated unit & lesson plans; flexible grouping arrangements in regular education classrooms; small instructional groups, and among grade level classrooms; pre-assessments & credit for content mastery based on NCSCOS; problem based learning; literature circles; tiered assignments; real world math simulations/projects; North Carolina Virtual High School classes based on student performance; electives to include performing and visual arts and STEAM classes; Honors & AP course offerings; Dual Enrollment for high school and college credit; independent studies based on student interest



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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.

AIG services are delivered in the regular education classroom as an entry point for differentiation and challenging learning activities. CGS recognizes that a continuum of services is the foundation for meeting the needs of all of our students in an effective and meaningful manner, while being aligned to the North Carolina Standard Course of Study for each specific grade and content area. The AIG program is an integral part of the overall curriculum and instruction offerings in grades K-12 at Clover Garden School.

At CGS, we offer advanced and accelerated opportunities for all of our AIG students. Flexible grouping, leveled text/content selections, and differentiated lessons and units are utilized in grades K-8 in the regular classrooms for most subject areas. In grade 7, above grade level students may be accelerated to the advanced compacted course, a combination of 7th and 8th grade math. In grade 8, exceptional students may be accelerated to Math I or higher. Middle school students may have the option to advance to high school courses, such as Spanish, history, and/or science, based on the course offerings each school year.

During vertical planning meetings, teachers collaborate across grade levels and subject areas to create pacing guides and curriculum maps that incorporate the NCSCOS and enhance these standards for advanced learners. Throughout the school year, teachers discuss opportunities for various learning environments and relevant options based on students' needs and interests.

At the high school level, all students may have the option of taking Honors and AP level courses through a variety of learning experiences, including CGS staff, ACC instructors, and NCVPS or other online courses. All students must receive teacher recommendations and guidance on course selection to best fit their individual needs and college/career interests. In addition, students and parents are advised of the dual enrollment process, along with explanations of the in-house and off-campus expectations for each course.

Enrichment and extension opportunities that provide for creative and critical thinking and problem solving are incorporated into the general education grades K-12 classrooms on a regular basis as a part of our best teaching practices approach. CGS K-5 students have the opportunity to participate in academic enrichment and extension of the traditional classroom, particularly through the performing and visual arts specials. At the middle and high school levels, student choice and personal interest are major factors that impact each student's course selection.

Additionally, numerous clubs, competition groups, and student led organizations provide learning experiences beyond the traditional classroom. While some of these organizations are based on student performance, such as the BETA club, Spanish National Honor Society, Envirothon, and AYLA, the majority of these organizations are based on student interest. At CGS all students are encouraged to participate actively in the variety of clubs and organizations available through the school, or they are encouraged to present ideas and proposals for their own club.

Clover Garden School understands the importance of availability to technology resources and tools as a fundamental part of our educational programs. All students in grades K-2 have access to online resources through shared laptop carts, at least one cart per grade level (K, 1st, and 2nd). In addition, students in grades K-2 and Exceptional Children's classrooms, have access to designated iPads within all of their classrooms.

Beginning in July 2022, our Clover Garden Technology Plan provides an one-to-one initiative for all students in grades 3-5. A laptop cart is provided in each classroom to house the individual laptops.

Students in grades 6-12 receive a designated school laptop for each school year. All classrooms and special learning areas, such as the media center, conference room, and the cafeteria, are equipped with a SMARTBoard or SMART TV for student and teacher use.

All teachers and support staff receive a school laptop for use during the school year. The school maintains a wireless network for students and staff. The CGS staff encourages students to use their personal electronic devices in creative and collaborative educational ways within the classroom.

*** Practice C**

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

Regular education classrooms promote and implement flexible grouping based on current and relevant student data (formative/summative assessments including but not limited to i-Ready diagnostics, standardized and state assessments, questionnaires and student interest surveys). The general education teachers and the AIG Committee review and evaluate this data on a regular basis, and adjustments are made as needed. On-going progress monitoring is key to improving personal student growth and meeting individual student needs as students mature.

The AIG Plan reflects the importance of using various grouping methods for all students, including high ability learners and other students with advanced learning needs. The AIG Plan recognizes that teachers of AIG students know their students best and utilize flexible grouping methods that will best serve the needs of each individual student. As a result, CGS teachers use student data to assist with student placement in heterogeneous and homogeneous groupings, as well as including student choice where applicable.

The regular education teachers ensure flexible groupings are incorporated into unit and lesson plans, and they re-group frequently. In addition, the grouping methods vary based on the individual student needs, specific learning targets and expected outcomes, emphasizing these main areas: content, process, product, research, and leadership. The AIG Coordinator and AIG Committee partner with the regular education teachers to evaluate the progress of these grouping methods and to make suggestions for improvements as students' needs change over time.

The AIG Committee and regular education teachers confer with the Exceptional Children's department to discuss meeting the needs of twice exceptional students. Flexible grouping arrangements will be based on determining the best learning environments for these students, including meeting their social and emotional needs.

*** Practice D**

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

Information is shared and disseminated at grade level meetings, departmental meetings, staff meetings, and AIG Committee meetings. The AIG Committee researches best practices, regulations, and guidelines in gifted and talented education and provides on-going staff development regarding differentiating lessons, instructional strategies, and meeting the social/emotional needs of AIG students. Information related to the AIG Plan and staff development is available in both print and online. The AIG Coordinator and the AIG Committee continually review, modify, and update the AIG Plan as state and federal guidelines mandate—at least annually.

*** 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.

As a K-12 school, CGS is dedicated to the continuum of services framework for all of our students. The AIG Committee communicates potential services with all stakeholders, specifically at key transition points (3rd, 5th, 6th, 8th grades). The AIG Coordinator and the AIG Committee coordinate on-going staff development as it relates to the CGS AIG Plan and its continuum of services across all grade spans (K-2, 3-5, 6-8, 9-12). The AIG Coordinator and AIG Committee meet regularly with school administration and CGS staff to further discuss topics related to providing AIG services that best meet the needs of our students and improve the overall learning experiences.

*** Practice F**

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

At Clover Garden School, the teachers, support staff, and administrators strive to provide the best learning experiences tailored to meet the needs of each individual student. The AIG Committee, along with our Student Services Support team, researches, discusses and reports to stakeholders on the best practices for meeting the affective needs of gifted and talented students. The AIG Committee communicates and collaborates with the Student Services department, classroom teachers, school administrators, coaches/mentors, etc., on the overall well-being of individual gifted and talented students. Adjustments and revisions are made to existing Clover Garden DEPs if needed.

In the 2021-2022 school year, CGS implemented an SEL curriculum program, Lions Quest, to address the social and emotional needs of our students in grades K-9. This program provides all students with various relevant content related to social and emotional learning and raises awareness of these topics. Weekly discussions and lessons are incorporated into these classrooms as part of their instruction.

*** 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 AIG Coordinator, along with the AIG Committee, continually researches best practices for supplemental acceleration opportunities in a variety of content areas. At the forefront is the frequent practice of pre-assessments, whenever applicable, and using this data to drive classroom instruction for all students. Acceleration options are based on individual student performance and student needs historical data, and this information is reviewed by the AIG Committee on a case by case basis. Possible examples include curriculum and/or content compacting, grade and/or course acceleration, and Credit by Demonstrated Mastery in accordance with North Carolina State Statutes.

*** 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.

Clover Garden School identifies and cultivates community partnerships in regards to under-represented AIG populations both within our student body and with new prospective students and families. The AIG Coordinator and AIG Committee develop brochures and participate in community events in an effort to raise awareness about what our community school has to offer under-represented AIG populations. CGS continues to have a strong community presence through our membership and involvement with local, state, and national civic and service organizations. Information about CGS and our AIG Plan opportunities is shared through online and print resources, as well as face to face experiences at conferences, workshops, public meetings, and other social interactions within the community.

*** Practice I**

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

Clover Garden School offers various extracurricular academic and outreach programs to develop the needs and interests of AIG students. The AIG Committee works with the Student Services and EC Departments to expand learning experiences based on high student interest. Emphasis focuses on volunteer and service-learning programs offered through a variety of local, state, and national organizations. CGS acknowledges student participation in extracurricular activities from outside of the traditional school offerings, and we encourage students to seek opportunities that best suit their abilities, needs, and interests.

CGS offers a number of clubs and organizations based on student interests, including both academic and non-academic opportunities. All clubs and organizations are sponsored by a CGS staff member or adult volunteer. In addition, students are encouraged to present their ideas and proposals for new clubs and organizations.

*** Ideas for Strengthening the Standard**

- Contact community partners for civic and service learning program opportunities through organizations such as the American Red Cross, the Civitans, the Boy Scouts and the Girl Scouts
- Explore student service/volunteer and extracurricular organizations at universities, colleges, and community colleges
- Provide an updated list of extracurricular offerings within the school community
- Update flexible groupings as indicated by formative/summative assessments
- Update website and student handbook to include AIG program
- Train all staff on instructional strategies, including course rigor, extension, and acceleration to the NCSCOS
- Maintain a teacher resources library/catalog/folder of “Best practices for meeting the unique needs of AIG students”
- Create a separate AIG section/tab on school’s website
- Develop informational brochures on AIG services

Planned Sources of Evidence

- * Student Interest Surveys, Addition of student opportunities to the school's social media & in print as applicable
- * Notes/minutes from staff development and training, group/grade level, PTT, and Board of Directors' meetings, The Grizzly Hero Matrix character education program, Documentation from CGS clubs
- * Online and print resources folder on the school's server; Canvas Staff Course with various modules and resources
- * Differentiated lesson and unit plans (available on school's server), Observation notes, Student data reports

* schedule of events such as "All American Week", "Orange-Out" Anti-Bullying campaign, cards for veterans, National School Choice Week, Board Book campaign for NICU families, Autism Awareness Week, etc.

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

Standard 3: Differentiated Curriculum and Instruction

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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.

At CGS, the AIG services are delivered in the regular education classrooms with the NC Standard Course of Study as a starting point for differentiation. The AIG Coordinator, AIG Committee, AIG licensed staff, and highly qualified personnel assist regular education teachers in creating engaging units and lessons that demonstrate differentiation strategies that best meet the needs of their advanced ability students. All strategies should exceed the general curriculum and spark the creativity, imagination, and innovation of gifted learners. Teachers maintain a binder (paper or electronic) that contains detailed, differentiated lesson plans for each content/subject area, and this binder is checked regularly and during classroom observations.

As part of Clover Garden School's on-going staff training, the school's administration, the AIG Coordinator and the AIG Committee work with teachers to provide professional development in numerous aspects of differentiation, included but not limited to Revised Bloom's Taxonomy, Webb's Depth of Knowledge, Universal Design for Learning plans, learning strategies and learning styles differences, uses of technology in the classroom, and testing and assessment data for progress monitoring.

As part of the School Improvement Plan, CGS's AIG Plan consists of an integrated literacy program in grades K-12, which merges teacher and student choice of various leveled reading/content materials for differentiation. Additionally, the AIG Plan includes a strong K-12 mathematics program, led by highly qualified math professionals and AIG

specialists, and it incorporates higher order thinking skills and problem solving skills beyond the NCSCOS. The AIG Coordinator and the AIG Committee collaborate with regular education teachers and other support staff to develop cross curricular units and lessons involving multiple content and subject areas.

At the middle school and high school levels, students may take advanced classes and Honors Level courses from CGS teachers or NCVPS teachers based on course availability. High school students may select from a variety of Advanced Placement (AP) classes and college courses offered by CGS teachers, NCVPS teachers, and college professors. These courses may be delivered via traditional classrooms, virtual classrooms, independent study, or a combination of these environments. In an effort to make informed educational decisions, dual enrollment opportunities are explained and discussed with high school students and their parents/guardians.

*** 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.

Teachers effectively and consistently differentiate while teaching the NCSCOS in reading and mathematics, as well as other content areas whenever possible. CGS teachers utilize student historical data to drive their instruction, and their on-going review of this data ensures that differentiation is relevant and appropriate based on the specific learning needs, identified abilities, readiness, and interests of each student. The AIG Coordinator and AIG Committee research best practices for the AIG student population and share this information with the stakeholders on a regular basis. The AIG Coordinator and AIG Committee organize, arrange, and conduct staff development throughout each school year. In order to achieve our AIG Plan goals, the following instructional practices and tools are used to best meet the individual needs of each student:

-SAS Curriculum Pathways

-i-Ready assessments, diagnostic recommendations, and lessons

-mClass

-Study Island tiered assignments

- Wordly Wise vocabulary development
- Socratic seminars
- layered curriculum and tiered assignments
- cross curricular units and lesson plans
- Revised Bloom's Taxonomy & Webb's Depth of Knowledge
- multiple intelligences identification surveys
- Universal Design for Learning lesson plans
- learning and social contracts
- problem based learning including investigations and real-world simulations
- thinking like an "expert" & other real world scenarios
- text complexity based on a variety of measures
- development of rubrics for various complex performance tasks
- curriculum compacting
- graphic organizers
- use of technology in classrooms
- advanced research skills and citation protocol
- digital literacy competency
- direct instruction of content by teacher and/or student

- use of student collaborative learning groups
- student personal interest surveys
- STEAM interactive learning experiences
- Use of Canvas as Learning Management System (LMS)

*** Practice C**

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

Teachers employ multiple diagnostic tools and performance measures to enhance student learning. These local, state, and national assessments in both reading and mathematics are used to locate supplemental resources to deliver enriched and individual student learning experiences beyond the North Carolina Standard Course of Study.

Additionally, some of these assessments provide student performance and personal interest information related to other subject areas such as STEAM, history/social studies, and careers as well as learning preferences.

With assistance from the Testing Coordinator and the registrar, the AIG Coordinator and the AIG Committee collaborate with the regular education teachers to interpret student historical data and to evaluate the effectiveness of research based instructional strategies. This data is explained to the students in an effort to maximize the learning impact.

The CGS Plan uses evidence-based resources to drive classroom instruction and to determine the most beneficial tools to enhance student learning. Technological tools are available in the classrooms, including SMARTTVs or SMARTBoards, laptops, iPads, projectors, document cameras, and video and photography equipment. Students have access to these tools, and teachers are encouraged to incorporate their frequent and meaningful use into lesson plans in order to enhance the learning experiences of their students. Students are also provided some opportunities to use their own personal electronic devices, and they are instructed on their proper use for educational purposes.

*** Practice D**

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

CGS has embraced learning environments where instruction can be multifaceted with learning opportunities both inside and outside of the traditional classroom environment. Students use a variety of online tools to create innovative projects and presentation methods, to reinforce content, to assess learning, and to monitor progress. Students learn communication and collaboration skills that promote critical-thinking, teamwork, creativity and problem solving. Students routinely practice the skills required for online learning and college and career success. Furthermore, CGS partners with NCVPS, community colleges, and universities to offer additional courses, allowing students the opportunities to earn their Associate's degree in a variety of fields or pursue classes based on their personal interests. Students at CGS are encouraged to participate in extracurricular academic and service learning organizations that foster leadership based on real world situations, civic competence, and volunteerism.

*** Practice E**

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

CGS uses a variety of assessment tools, both formative and summative, to monitor student progress and to develop flexible learning groups within the regular education classroom and in smaller focus groups. These assessments include local, state, and nationally normed instruments, and this data is maintained in each student's confidential file. The AIG Coordinator works closely with curriculum specialists, Testing Coordinator, and classroom teachers to interpret the data, and then to disseminate that information to evaluate and to select instructional and learning strategies that will stretch the curriculum for AIG students. Flexible grouping practices are based on student achievement, student ability, student aptitude, student choice, and teacher random selection. Teachers at CGS are trained to create valid and reliable assessments of the NCSCOS and to use this data to enhance core classroom instruction. This data is reviewed and evaluated as part of the school's overall school improvement plan.

*** Practice F**

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

The AIG plan recognizes the impact that social and emotional issues have on students of all ages, cultures, backgrounds, and abilities. The AIG Coordinator, the AIG Committee, and regular education teachers meet with the Student Services staff to discuss the social and emotional needs of AIG and high ability learners. Through on-going collaboration, educators can identify the best instructional practices to address the affective needs of these students. Teachers create units and lesson plans that incorporate social and effective aspects of their students, including but not limited to character education programs, class discussion guidelines, and student choice. In addition, the Student Support Services staff works with individual students and families as needed or requested by CGS staff. Pertinent information is shared with the stakeholders to ensure that the individual student's needs are addressed and best instructional practices are identified.

*** 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.

CGS implemented an AIG Plan for grades K-12 beginning in 2019-2020, with further plans to strengthen the K-8 program in 2020-2021. However, due to numerous school changes related to COVID-19 protocols, we were not able to realize the full strength of our AIG Plan.

As part of our AIG Plan, CGS collects student data in grades K-3 to assist in identifying potential AIG students. Elementary K-3 teachers will maintain a portfolio for students who demonstrate gifts and talents in any area, specifically those students who are at least two grade levels above their same age peers. These portfolios are kept in the regular education classroom throughout the school year. At the end of each school year, the AIG Committee reviews all student portfolios, and these files are housed with the AIG Coordinator for possible consideration of AIG eligibility beginning in Grade 3. This information is shared with each student's teacher at the beginning of the next school year for continued progress monitoring.

The AIG Coordinator and the AIG Committee work closely with regular education teachers to provide instructional and learning supports for students in grades K-3 for most content areas, but primarily in reading and math. Differentiated lessons and flexible grouping are used to promote student development by providing multiple whole group and small

group learning environments. The regular education teachers document the various differentiated lessons (in their lesson plans binder), which will be subject to review by school administrators, mentors, the AIG Coordinator, curriculum specialists, and the AIG Committee. Reading and math groupings are across grade levels and include homogeneous and heterogeneous opportunities.

*** 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.

The CGS AIG Coordinator notifies all teachers of their AIG students within each specific class and distributes a copy of each Clover Garden DEP. Teachers maintain a copy of their students' Clover Garden DEPs throughout the school year and document student progress. The AIG Coordinator and/or AIG Committee members periodically review the Clover Garden DEP with the regular education teachers.

The AIG Coordinator and AIG Committee work with regular education teachers and related support staff to create and implement a differentiated curriculum for AIG learners, concentrating on the depth of knowledge, higher order thinking, and state assessment question stems. Staff development is offered throughout the school year, and individual teachers of AIG students are encouraged to conduct their own research to best meet the needs of their individual students.

The AIG Coordinator, curriculum specialists, and the AIG Committee assist regular classroom teachers in developing differentiated unit and lesson plans. Teachers of AIG students and high ability students differentiate the NCSCOS curriculum based on the specific needs of each student, in accordance with the Clover Garden DEPs. During grade level meetings, vertical planning meetings, and regular staff meetings, teachers discuss the effectiveness of these strategies across various grade levels, subject areas, and educational situations. The AIG Coordinator, curriculum specialists, and AIG Committee monitor the progress of these differentiation strategies, and after further collaboration with the teachers, they review student historical data and Clover Garden DEPs to evaluate student learning. Recommendations and adjustments to classroom differentiation are made as needed to ensure individual student needs are being met.

*** 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.

At the beginning of each school year, student Clover Garden DEPs are developed/reviewed to articulate the differentiated services for AIG identified students, and these plans are shared with parents, teachers, and students. Clover Garden DEPs include recommendations for academics, service, and extracurricular choices based on teacher, student, and parent input. In addition, Clover Garden DEPs reflect research based best practices from which teachers select the most appropriate options to serve the unique needs of each learner. The AIG Coordinator and AIG Committee members, and Student Services staff assist the regular education teachers with developing recommendations and periodically check on each student's progress. Revisions can be made at any time, and Clover Garden DEPs are established or reviewed at least annually.

*** Ideas for Strengthening the Standard**

- A school-wide staff development that emphasizes the differentiation strategies of the core curriculum and cross curricular/subject integration.
- Develop a master list of extra-curricular opportunities for each age group/grade level
- The AIG Coordinator, AIG Committee, and teachers of AIG students should attend regional/state AIG meetings and conferences
- Create a "Teacher's Resources" library in the CGS Staff course in Canvas to compile and to share differentiated lesson plans and units
- Use of PowerSchool to designate AIG identified students
- Coordinate AIG training for in-service professional development

-Provide information involving AIG licensure and graduate level certifications

Planned Sources of Evidence

- * -teacher lesson plans to include differentiation extensions and activities -staff development/team meeting notes
- * -Clover Garden DEPs -i-Ready diagnostics and goal setting profiles
- * -NCDPI Check-ins/state assessments -formative and summative assessments -student interest surveys & personal interest inventories and questionnaires

Documents

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

Standard 4: Personnel and Professional Development

Clover Garden (01C) 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 is an AIG-licensed educator who is highly qualified to guide, plan, develop, implement, revise and monitor CGS's local AIG program and AIG Plan. Also, Clover Garden School employs several National Board Certified teachers and AIG licensure teachers at different grade levels to assist other educators in serving the AIG students and high ability learners.

*** Practice B**

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

CGS uses AIG licensed specialists, content specialists, National Board Certified teachers, and highly qualified teachers to work with the AIG Coordinator and AIG Committee in order to support teachers in addressing the academic, intellectual, social and emotional needs of gifted learners. These educators also work closely with the Student Services department, including social workers, counselors, etc., to support AIG students and to assist them in identifying and reaching their personal college and career goals and social and emotional needs.

*** 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.

CGS provides on-going professional development opportunities that focus on meeting the diverse needs of the gifted learner.

In order to acquire the knowledge and skills to efficiently differentiate content and effectively motivate AIG students, the CGS staff is required to attend professional development sessions, along with individual training based on each core subject. Clover Garden School maintains a Professional Development log of the participation record for all AIG related training sessions, workshops, and seminars.

School administrators, the AIG Coordinator, and the AIG Committee will monitor differentiation strategies and student engagement. Constructive feedback is provided to teachers in conferences, meetings, and observations to strengthen the AIG Program. During staff meetings and grade level meetings, teachers and support personnel regularly share the effectiveness of specific learning strategies, as well as discuss alternative instructional methods.

*** Practice D**

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

In order to meet the needs of our gifted students, our teachers must receive quality and on-going staff development. AIG licensure is recommended and encouraged for teachers of gifted cluster groups.

The school administrators, AIG Coordinator, and the AIG Committee collaborate to establish the LEA's professional development requirements and to address the needs of teachers who will lead AIG student clusters.

Our education plan calls for an inclusion model of services for all exceptional children, including those identified as AIG. The continuum of services includes multiple options for classroom environments as it relates to instruction and grouping.

*** Practice E**

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

The CGS AIG Plan utilizes our designated professional development sessions to provide our staff with high quality and on-going training aligned with our district initiatives, differentiated instruction, integrated learning, and AIG program goals.

The AIG Committee is investigating the possibility of developing a local AIG endorsement specifically designed for CGS staff. The understanding of this local endorsement is that it would only be recognized and accepted by Clover Garden School; however, it demonstrates each educators' commitment to meeting the needs of their individual students.

*** Practice F**

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

The AIG Coordinator, specialists, and administration meet with core instructors on a regular basis to plan and to review staff development that meets the needs of our AIG students. Through these collaborative efforts, the CGS staff contributes to the overall curriculum programming. Training workshops, staff surveys, and needs based questionnaires are used to tailor the professional development sessions.

*** 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.

The CGS AIG Plan utilizes our designated professional development sessions to provide our staff with high quality and on-going training aligned with our district initiatives, differentiated instruction, integrated learning, and AIG program goals.

The AIG Committee is investigating the possibility of developing a local AIG endorsement specifically designed for CGS staff. The understanding of this local endorsement is that it would only be recognized and accepted by Clover Garden School; however, it demonstrates each educators' commitment to meeting the needs of their individual students.

*** Ideas for Strengthening the Standard**

- Cluster instructors of AIG students will be encouraged attend AIG conferences, workshops, seminars, and webinars
- Cluster instructors of AIG students will be encouraged to visit other schools' AIG programs
- the AIG Coordinator and AIG Committee will work with the staff to develop differentiated lesson plans and unit plans
- CGS will identify teachers who wish to enhance their knowledge through AIG certification and licensure
- The AIG Committee will work with school administrators and content specialists to develop a local AIG endorsement for CGS staff

Planned Sources of Evidence

- * -Professional development logs -training documents & resources
- * -meeting minutes -lesson/unit plans
- * -local AIG endorsement plans by grade level -results from staff surveys, needs assessments, and interest inventories -individual teachers' Professional Development Plans

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

Standard 5: Partnerships

Clover Garden (01C) 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.

CGS partners with NCVPS, community colleges, and universities to offer AIG students additional educational opportunities that could lead to the students receiving an Associate’s degree by the time of graduation.

CGS students have the opportunity to participate in various clubs, athletic groups, service organizations, and other educational programs—both in school and outside of school. Students are encouraged to seek opportunities with international and national organizations, as well as personal service learning, leadership, or volunteer projects.

The AIG Coordinator and AIG Committee work closely with the Student Services staff and the EC department to meet the social and emotional needs of AIG learners. Additionally, the AIG Coordinator collaborates with these related services professionals to identify relevant programs outside of the school community.

High school students have the opportunity to earn a certain number of volunteer/leadership/service hours for a special designation at graduation and on their official transcript. This special designation is being researched and a formal acknowledgement is in the process of being developed at the present time.

*** 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.

Information regarding the AIG Plan is communicated at parent meetings, Open Houses, Curriculum Nights, the school's website, newsletters, and other online and print sources.

We have a CGS Student Handbook, course catalog, documents, letters, and brochures that inform families of our AIG plan and their rights.

The registrar and Student Services team provide students and parents/families with an overview of services for 9-12 and a timeline of career and college preparation for each grade level, and then they develop an individual plan for each student. For identified AIG students, this plan is discussed and reviewed with the AIG Coordinator and AIG Committee to ensure that each individual's personal academic goals and social/emotional needs are met.

The AIG Coordinator and AIG Committee look for opportunities to foster more community partnerships and to advise parents and students of these additional resources.

*** 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.

CGS has an AIG Committee that consists of a school administrator, the AIG Coordinator, an Exceptional Children's specialist, AIG certified teachers, curriculum specialists, and other highly qualified educators in reading and math. The AIG Committee is representative of our K-12 school community and the CGS stakeholders. All CGS staff receive an annual survey in order to address AIG programming and issues.

An ad hoc parent committee meets annually to discuss AIG issues and programming related to gifted and talented education. Additional parental input regarding the AIG Plan and AIG services is provided through the annual parent

school survey.

*** 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 Plan is available on the school's website and general details are included in the AIG brochure and course catalog.

Upon request, these documents will be printed and interpreted in the students'/parents' first language if needed.

*** Ideas for Strengthening the Standard**

-seek business partnerships for student internships and job shadowing

-attend career and business informational fairs

-attend leadership conferences

-partner with military recruiters and armed services opportunities

-create special service/volunteer/leadership designation for graduation

-provide college & career research opportunities within the classroom and after school hours

-develop and send invitations for ad hoc parent committee

-create all AIG information and brochures in Spanish

Planned Sources of Evidence

* -service learning documentation & student volunteer logs -AYLA, Junior Civitans, scouting, Beta Club, Spanish Honor Society, Student Council, Journalism, and other service organizations and clubs

* -student products, projects, presentations, and performances -parent and staff annual survey & analysis of results

* -AIG Plan on website & other gifted education information -AIG documents & informational brochures

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

Standard 6: Program Accountability

Clover Garden (01C) 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 Committee develops and oversees the CGS AIG Plan beginning with the 2019-2020 school years. The AIG Plan revision for the 2022-2025 school years will be voted on at the June 2022 Board of Directors meeting, and then submitted to North Carolina Department of Instruction (NCDPI) by the July 15, 2022, deadline. The progress of our AIG plan is updated annually, revised based on the needs of our students, and then submitted to NCDPI every three years according to state guidelines.

*** 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.

CGS develops and maintains a three year AIG Plan that supports and ensures fidelity in its program in accordance with the state policies.

*** 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.

Any state and local funds designed for the AIG Plan have been used and monitored appropriately to ensure that all students receive quality instruction. At the present time, the funds received for the Clover Garden School AIG Plan go toward our programming resources, additional technology, curriculum materials, and staff development.

*** 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.

Student performance data is available continually throughout the year, and this information is documented specifically for all AIG students. The data is used to ensure that all of our students receive quality instruction and personalized learning.

Our data includes but may not be limited to the following areas:

-state assessments, i-Ready, EOGs/EOCs, nationally normed tests such as ACT/SAT, curriculum based content assignments, and teacher made assessments

The Testing Coordinator and content area specialists discuss this student data regularly with the CGS staff. The AIG Committee reviews specific data for AIG students with individual regular education teachers and related CGS stakeholders.

*** 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.

CGS monitors the student performance data to ensure that all groups have equal opportunity for educational services.

CGS closely monitors our school's demographics to ensure equal educational, leadership, and service opportunities for all groups.

The AIG Coordinator and the AIG Committee work with related student services personnel to identify culturally/ethnically diverse students, economically disadvantaged students, English language learners, highly gifted students, and twice exceptional students within our school. The AIG Coordinator and the AIG Committee review the student performance data of these under-represented populations to assist in determining the effectiveness of our AIG program and student success.



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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 Assistant Principal maintains the AIG license/certification/local endorsement for the CGS staff. CGS encourages cluster teachers and teachers of AIG students to seek AIG licensure and appropriate certification. The CGS staff receives in-service professional development in differentiation best practices, and educators are encouraged to seek other training through courses, webinars, workshops, and conferences.

*** Practice G**

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

The CGS parent survey and the CGS staff survey are updated to include information regarding our AIG services. At CGS the AIG students complete interest surveys and questionnaires related to the AIG plan and the programming. This input is compiled and reviewed with school administration, the CGS Leadership team, the AIG Coordinator, and the AIG Committee. AIG students complete interest surveys and set personal goals as part of their educational plans. Student feedback is requested, and this information is used when evaluating the effectiveness of the AIG Plan.

*** 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.

The AIG Plan uses a variety of data to evaluate the program. The AIG Coordinator and the AIG Committee solicit feedback on the AIG Program from all stakeholders through the use of annual staff, parent, and student surveys. Student performance data is analyzed to determine the value of specific learning environments and learning experiences. The data collected is analyzed to determine the effectiveness of the program and for future revisions.

*** Practice I**

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

CGS has an AIG Committee that is representative of all instructional stakeholders and meets regularly to ensure compliance with state and school policies.

The AIG Plan is reviewed each year. Annual surveys are completed by parents and CGS staff, and feedback is requested on the effectiveness of the AIG Plan. Student surveys are given in the classroom, and this information is presented at the AIG Committee meeting.

The AIG Committee maintains meeting minutes that are available upon request.

This evaluation information is shared at the local Board of Directors meetings, staff meetings, and parent meetings.

*** 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.

The AIG Plan, supporting documents, and detailed procedures are published on the school website and available upon request.

All confidential student records, including portfolios, Clover Garden DEPs and meeting minutes, are housed with the AIG Coordinator.

As outlined in Article 9B, parents/guardians have the right to file a grievance if they disagree with the findings and the decision of the AIG Committee.


Our procedure to address this situation is as follows:

STEP 1-The parents will notify the appropriate teacher(s) of the disagreement, and the teacher will complete the Clover Garden School AIG Grievance Form. The teacher will obtain the parents'/guardians' signatures at this initial meeting.

STEP 2-The AIG Committee, including the AIG Coordinator, will meet with the appropriate teacher(s) to discuss the grievance and possible solutions.

STEP 3-The AIG Coordinator will review the findings from the AIG Committee meeting with the Principal/Director, who will make the final decision based on the information submitted.

STEP 4-The AIG Coordinator and the regular education teacher will meet with the parents/guardians to discuss the final decision.

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*** Ideas for Strengthening the Standard**

-build on current personnel to obtain AIG certification/licensure

-work on ways to fund different events for AIG students, specifically grants and community partnerships

- update the annual CGS Parent Survey to include the AIG Plan
- add an AIG category to our reported data
- update and revise the plan based on the comments/suggestions from NCDPI
- formulate questions to be included on the Parent & CGS Staff annual surveys
- develop a student survey on the effectiveness of the AIG Plan
- compile student performance data from multiple sources as outlined above
- work on data presentation for public use

Planned Sources of Evidence

- * -state approval of AIG Plan -AIG Committee meeting minutes -procedures for resolving disagreements
- * -walk-through observations -Spring headcount - Teacher & parent meetings
- * -student performance data -AIG student data and demographics by subgroups

Documents


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



Clover Garden (01C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/23/2022 

Original Application Submission Date: 07/15/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>BOD approval letter for AIG Plan</u>

AIG Related Documents

Clover Garden (01C) 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)]	Local Board of Education Approval Template	BOD approval letter for AIG Plan
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Clover Garden (01C) 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.