

Mission/Vision Statement and Funding

Evergreen Community Charter (11A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Jen Watkins

* LEA AIG Contact Name:

Brantley, Cameron - cameron.brantley@evergreenccs.org ▼

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

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

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

* Mission and/or Vision Statement(s)

Evergreen's AIG Program is consistent with and an extension of the school-wide EL Education guided model. It is well-articulated by and grounded in recognized research and local expertise and provides a natural progression of options and opportunities for advanced learners and their teachers. The program is flexible and comprehensive. Instruction is individualized for students' diverse needs by providing opportunities for collaboration, independence, self-reflection, and growth within the context of an evolving and cohesive educational environment. The Associate Director - AIG Coordinator, AIG teachers, classroom teachers, resource teachers, associate teachers, parents, and administrators will work together to develop and implement best practices and engage in sustained professional development in order to support and enhance the program and services for advanced learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 80,000.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Evergreen Community Charter (11A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A	Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.
Screening	Evergreen screens all students Kindergarten through 8th grade with the Kingore Observation Inventory (KOI) early in the school year (September- October). The KOI is a research-based tool for classroom teachers to observe their class for an extended period (4-6 weeks) looking for gifted behaviors in advanced language, analytical thinking, meaning motivation, perspective, sense of humor, sensitivity, and accelerated learning. The results are locally normed for the school's population. Additionally, all 2nd grade students are administered the SAGES-3 Non-verbal Reasoning and Verbal Reasoning subtests in March.
Referral	Students whose KOI score is at the 85th percentile or above are referred to the AIG Coordinator to determine identification status. The AIG Coordinator collects the data and opens a file for each student referred and who has met one of the qualifying criteria. Students who have met the 85th percentile referral level but not the 93rd percentile identification level will be monitored for further indicators of advanced learning needs. The file will contain observation data and/or assessment data and be monitored by the AIG Coordinator for meeting identification criteria. The AIG coordinator will communicate the identification status, Talent Development or formal identification, to families as part of the referral process through a corresponding identification letter sent through the mail. The classroom teachers and AIG teachers are provided a list of these students so they are aware of their potential and can determine the best means to serve individual student needs.
* Practice B	Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.
	Evergreen Community Charter School has three criteria for identification: aptitude, achievement, and observable behaviors. Students must meet the criteria in one of the Pathways listed below to qualify for formal identification as Academically Gifted Reading (AR), Academically Gifted Mathematics (AM), Academically Gifted Reading and Math (AG), Intellectually Gifted (IG), or Academically and Intellectually Gifted (AI). Students who have partially met the criteria for identification are eligible for Talent Development.
	AR Pathway 1: 93rd percentile or above in 2 of 3: aptitude or reading achievement or observable behaviors (If aptitude and observable behaviors, indicators of above average reading ability - assessments or Evergreen student portfolio artifacts.)
	AR Pathway 2: 99th percentile in reading achievement
	AR Pathway 3: 93rd percentile or above for 3 consecutive reading achievement assessments

AM Pathway 1: 93rd percentile or above in 2 of 3: aptitude or mathematics achievement or observable behaviors (If aptitude and observable behaviors, indicators of above average mathematics ability - assessments or Evergreen student portfolio artifacts.)

AM Pathway 2: 99th percentile in mathematics achievement

AM Pathway 3: 93rd percentile or above for 3 consecutive mathematics achievement assessments

AG Pathway: one AR Pathway and one AM Pathway

IG Pathway: 97th percentile or above in aptitude

AI Pathway: one AG pathway and the IG pathway

Aptitude Criteria

*An aptitude assessment (SAGES-3 Non-verbal and Verbal Reasoning) will be administered to all students in 2nd grade as well as students new to Evergreen who have not already been identified at their previous school and have met identification criteria in another area.

*Ability testing (IQ such as Wechsler) done by an outside source or for EC services are considered as a valid criterion for aptitude.

*The identification benchmark for AR, AM, and AG is the 93rd percentile or above. The identification benchmark for IG is the 97th percentile.

Achievement Criteria

*An achievement screening assessment for reading (Read to Achieve (RtA) approved assessment) is administered to all K-3 students three times per year and will be used for Talent Development identification. For the RtA approved assessment, the screening benchmark is 2 or more grade levels above the grade level benchmark for the End-of-Year assessment period.

*Student achievement measures including BOG (3rd reading), EOG (3-8 mathematics and reading), and EOC (Math 1) assessments are compiled, analyzed, and documented annually. Scores from the most current three year period will be considered for formal identification.

*The identification benchmark for AR, AM, and AG is the 93rd percentile or above. The identification benchmark for IG is the 97th percentile.

Observable Behaviors Criteria

*At the beginning of the school year (September - October) in grades K-8, a qualitative measure of student aptitude using the recognized and research-based Kingore Observation Inventory (KOI) (<http://www.bertiekingore.com/koi.htm>) is conducted by lead teachers. The KOI is a tool for classroom teachers to observe their class for an extended period (4-6 weeks) looking for gifted behaviors in advanced language, analytical thinking, meaning motivation, perspective, sense of humor, sensitivity, and accelerated learning. The results are locally normed for the school's population.

*The identification benchmark for AR, AM, and AG is the 93rd percentile or above in the KOI. The identification benchmark for IG is the 97th percentile.

*Scores meeting or exceeding the benchmark for two consecutive KOI are required for identification.

  Click here to remove the table and use only the narrative field.

*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA

demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.

Evergreen is committed to serving the needs of all students. We recognize that some populations of students are under-represented in gifted education. In recognition that the school's population is potentially changing, the AIG program continues to implement screening, referral, and identification practices that seek to identify students in proportion to the whole school. To that end, Evergreen monitors the Representation Index of AIG students to all students for ethnicity, economically disadvantaged, EL learners, highly gifted, and twice-exceptional. The ethnicity sub-groups typical to Evergreen are Asian, Black, Hispanic, Pacific Islander, Multi-racial, and White with Hispanic, Multi-racial, and White being at 3% or greater. The sub-groups of Students With Disabilities and Economically Disadvantaged Students are also 3% or greater. Additionally, Evergreen has chosen screening and identification instruments (with the intention of using local norms whenever possible) and procedures to reflect the community and respond to all sub-groups at Evergreen:

Traditional measures

- *mClass - reading assessments given to all students K-3 at beginning-, middle-, and end-of-year
- *Beginning of Grade assessment – reading assessment given to all 3rd grade students
- *End of Grade assessments – math and reading assessments given to all 3-8 students
- *End-of-Course assessment – math assessment given to 8th grade students enrolled in Math I

Non-traditional measures designed to spot talent in all sub-groups

- *Kingore Observation Inventory - locally normed inventory with observations by classroom teachers of all students in K-8 completed at the beginning of year
- *SAGES-3 - the Non-Verbal Reasoning and Verbal Reasoning subtests are given to all 2nd grade students and students new to Evergreen that have met identification criteria in another area; the Mathematics subtest is given to K-3 students who are demonstrating above grade level mathematical ability based on assessment data and work samples of extension or enrichment activities in math.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	16.45%
Male	---	---	---	---	---	---	17.95%
Total	---	---	---	---	---	---	17.29%

Percent of Total AIG Students Identified as Dual Exceptionality

15.94%

*** Practice D**

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

The AIG Coordinator facilitates the screening, referral, and identification processes. The coordinator works with teachers to administer the assessments for each of the criteria. The coordinator analyzes the assessment data and determines qualifying scores for identification. All teaching staff receive annual training on the identification process that is led by the AIG coordinator and AIG teacher. Classroom teachers in Kindergarten through 8th grade are trained in the use of KOI not only for AIG identification purposes but also its use for instructional differentiation. Teachers receive annual training on administration protocols for this instrument to ensure consistency across the LEA. Teachers in 2nd grade also receive training in the administration of SAGES-3.

*** Practice E**

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

Evergreen's program compiles and maintains a database for students who are formally identified or are in Talent Development. This information is shared by the AIG teacher with classroom teachers at the beginning of the year and as changes occur with the AIG Services Roster. Evergreen disseminates the identification process and service options by the following means:

School personnel

*shared as part of the professional development for new and returning staff during the opening work days

Parents/families

*summary of screening, referral, and identification processes included on AIG web page which is linked to Evergreen's school web page

*full AIG plan published on Evergreen's AIG webpage

*summary of identification processes included in school-wide publication at beginning of school year

*three annual stakeholder meetings include review of procedures and options:

October – invitation sent to all families with follow up invitations to new families with students identified in a school other than Evergreen

May - invitation sent to families of 5th graders identified as AM, AG, or AG/IG for orientation to middle school math opportunities

June – invitation sent to families of newly identified students

Community-at-Large

*summary of screening, referral, and identification processes included on AIG web page which is linked to Evergreen's school web page AIG webpage

*full AIG plan published on Evergreen's AIG webpage

*** Practice F**

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

The AIG Coordinator compiles and maintains a database for students who are formally identified or are in Talent Development. The database contains a history of performance, aptitude, and observable behavior data for any student who has met the identification criteria in one or more areas for formal identification.

Parents/guardians

*Receive a notification letter explaining the identification criteria and process when a student has met the 93rd percentile achievement criteria for Talent Development. The letter includes a signature section to be returned to school for parents to acknowledge understanding of Talent Development placement and a place to request a meeting with the AIG Coordinator to discuss identification and potential services.

*Receive a notification letter when a student has met the criteria for formal identification which explains which criteria were met and the identification category of the student. The letter includes a signature section to be returned to school for parents to acknowledge identification and a place to indicate a preference to meet with the AIG Coordinator to discuss identification or to meet with the AIG teacher to develop a Differentiated Education Plan (DEP).

*Participate in initial review of DEP with AIG Teacher to learn about service options for their student and provide feedback for revisions to better ensure the needs of their student are met

*Review DEPs annually for AIG students to determine continued educational needs - document in AIG student DEPs

*Participate in a review of DEP at the end of 5th grade to discuss and determine services for Middle School mathematics

<u>Students</u> *depending on their readiness, participate in the DEP process <u>AIG Coordinator</u> *Initiate and maintain an AIG file for each student who has met identification criteria *Initiate and maintain a database for students in the Talent Development *Initiate and send notification letters to parents for Talent Development and formal identification. *Review and update Power School records when students enter or leave Evergreen *Update cumulative files with the most recent DEP when students leave Evergreen <u>AIG Teachers</u> *Schedule and facilitate in-person initial review of DEP with parents/guardians *Schedule and facilitate annual reviews of ongoing DEPs with parents/guardians	* Practice G Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions. The initial DEP draft is developed through collaboration between the AIG teacher and classroom teacher(s). The draft is then shared with the family and, when appropriate, the student by the AIG teacher in a scheduled in-person meeting. Parents are partners in the development and encouraged to contribute their unique insights into their child that may be incorporated into the services described in the DEP. The draft is then finalized with a family members' signature. DEPs are shared with students and parents annually as part of student led conferences and/or parent conferences with the AIG teacher. Families are an active team member at these conferences and provide feedback on the current DEP and input that may lead to changes on the updated plan. DEPs are included in cumulative files and are sent on to the receiving school when a student leaves Evergreen. <u>DEP document</u> *The area(s) of identification *AIG services that will be implemented for the student *Ongoing student performance on End of Grade (EOG) and End of Course (EOC) assessments *Comments/notes from parents, student, teachers, AIG coordinator	* Ideas for Strengthening the Standard Evergreen continues to explore tools and processes to better identify underserved populations. As the school works towards expanding enrollment opportunities to the wider Asheville/Buncombe County community, the AIG identification process will need to respond to the gifts and abilities of a changing population additional Pathways to identification.	Planned Sources of Evidence * AIG webpage
--	--	--	---

* AIG Identification and Services summary	
* Representation Index table	
* AIG Orientation agenda	
* Differentiated Education Plan	
* Informed consent SAGES	
* Notification letter - Talent Development for students receiving direct services	
* Notification letter - formal identification	

Type	Documents	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>Evergreen Identification Criteria Summary, 2025-28</u>  <u>SAGES parent informed consent letter</u>  <u>Talent Development parent letter</u>  <u>Parent Notification Letter of Advanced Learner 2025-28</u>  <u>Differentiated Education Plan 2025-28</u>

Standard 2: Comprehensive Programming within a Total School Community	
Evergreen Community Charter (11A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	Standard 2: Comprehensive Programming within a Total School Community <i>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.</i> * Practice A Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification. Evergreen believes the program should fit the student, not that the student should fit the program. To reflect this belief, Evergreen's AIG program seeks to meet the needs of students in Kindergarten through 8th grade with a Levels of Service approach based on the work of Treffinger, Young, Nassab, Selby, and Wittig (The Talent Development Planning Handbook: Designing Inclusive Gifted Programs, 2008) for both students formally identified and those in Talent Development. <u>Level 1: all students (core)</u> EL Education model Dimensions of Student Achievement (Mastery of Knowledge and Skills, Character, High Quality Work), differentiated instruction and content, ability and interest grouping, enrichment The EL Education model emphasizes "curricula that allows students to grapple with demanding standards-based content and meaningful tasks and produce high-quality work" (EL Core Practices: A Vision for Improving Schools, p 1). The model "promotes instruction that is alive with discovery, inquiry, critical thinking, problem solving, and collaboration" (EL Core Practices: A Vision for Improving Schools, p 21). This framework ensures that there are ample opportunities for all students, including advanced learners, to enrich and extend their learning within core instruction. <u>Level 2: many students (93rd - ~95th percentile)</u> Level 1 + cluster grouping, extensions Services in Levels 1 & 2 are delivered by classroom teachers with indirect support from the AIG teacher and AIG coordinator. Services for Kindergarten and 1st grade are primarily, but not exclusively, at these levels. <u>Level 3: some students (~95th - ~97th percentile)</u> Level 2 + subject acceleration, pull-out and push in groups <u>Level 4: few students (~97th - ~99th percentile)</u> Level 3 + independent study, grade acceleration Services in Levels 3 & 4 are delivered by classroom teachers and directly by the AIG teacher or Counselor. Services for 2nd through 8th grades are primarily, but not exclusively, at these levels. The levels of services are further matched to student identification. Specific services for each student will be determined as part of developing the student's Differentiated Education Plan.

Area of Identification	Range of Services
Mathematics (AM)	Extension/Enrichment; Compacted Curriculum; Small Group Instruction; Subject Acceleration including attending class in another grade level (k-8) and participating in courses through NC Virtual Public School (6-8)
Reading (AR)	Extension/Enrichment; Leveled Book Groups; Tiered Assignments; Subject Acceleration including attending class in another grade level
Mathematics and Reading (AG)	See Range of Services for AM and AR
Intellectually Gifted (IG)	See Range of Services for AM and AR; Social Emotional Learning Instruction; Executive Functioning Skills Development
AG and IG (AI)	See Range of Services for AG and IG
Students identified for both AIG services and EC services (Twice Exceptional, 2E) will receive a level of service matched to their area of identification. The AIG teacher and EC teacher will collaborate to develop a Differentiated Education Plan (DEP) that leverages student strengths and interests. Talent Development is populated by students who have partially met the qualifying criteria for identification. Students in Talent Development are eligible for the same AIG services as those formally identified. Families will be notified when their student has entered Talent Development and will be provided information about AIG at Evergreen. Talent Development placement will also be considered in class placement decisions for cluster grouping. Outside of the school day, Battle of the Books, Math Counts, chess club, Lego club, etc. are offered as potential opportunities for AIG students to interact with their peers in a more social environment.	
  Click here to remove the table and use only the narrative field.	
* Practice B Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs. Evergreen's mission statement includes the words, "Evergreen Community Charter School is a learning community committed to the pursuit of excellence in holistic education of mind, body, and spirit." The faculty and staff work with intention to meet the mission each day.	

The social and emotional needs of AIG students, K-8, are addressed by the teachers and support staff:

- *Maintain common planning periods for enrichment, grade level teams, and AIG
- *Increase common planning periods for Differentiated Services (AIG, EC, Academic Support, and Counseling) and grade level teams, with inclusion of AIG students
- *Maintain communication protocols for Expedition plans - through continually updated expedition binders, curriculum maps, and STAs - to be conveyed to Differentiated Services and other support staff
- *Include the needs of AIG students in faculty meetings, PLCs, and professional development
- *AIG students are part of the Care Team/MTSS discussions that include administration, classroom teachers, EC teachers, and counselors

The many opportunities for collaboration lead to activities to address the social emotional needs of AIG students such as bibliotherapy in advanced reading groups or in whole class read aloud; "Lunch Bunch" gatherings with the AIG teacher or a school counselor to discuss topics associated with gifted learners - perfectionism, mindset, excitabilities, etc.; and school counseling with an understanding of the unique needs of gifted children.

Specific services include but are not limited to:

Grade Span	Services
K-2	Bibliotherapy through read aloud or in advanced reading groups; small group sessions with K-4 counselor
3-4	Bibliotherapy through read aloud or in advanced reading groups; small group sessions with K-4 counselor; Lunch Bunch gatherings with AIG teacher
5-8	Bibliotherapy through read aloud or in advanced reading groups; small group sessions with 5-8 counselor; AIG "orientation" for newly identified students led by AIG teacher; Lunch Bunch gatherings with AIG teacher; Flex Time classes with AIG teacher

  Click here to remove the table and use only the narrative field.

* Practice C

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

Evergreen Community Charter School believes that the EL Education (EL) model followed by our school closely parallels the academic approach which research describes as best meeting the needs of advanced learners. The EL Education model and programs recommended for advanced learners have in common: project work, meaningful choices, self-directed learning, literature-based reading, inquiry-based math and science. Evergreen also recognizes the need to deepen and enhance the academic experience for advanced learners by strengthening the ways in which we differentiate for advanced learners.

The Evergreen community is committed to providing the resources necessary to promote a challenging program for these students. The school's board and administration have committed to providing funding and personnel to the program. The administration plans in-house professional development with AIG

students in mind. Administration and teachers work together to identify students needing additional challenge in their area(s) of strength in collaboration with the Exceptional Children program. The teachers seek additional professional development outside of the school to expand their understanding of AIG students and how to meet their needs in the classroom. The AIG teacher and classroom teachers collaborate to bring appropriate services to students.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Evergreen ensures appropriate grouping practices are in place in several ways: Class rosters are developed at each grade level with input from the AIG teacher to implement cluster grouping for reading and math at each grade level. They are then reviewed by the AIG Coordinator before being finalized. Evergreen has adopted the EL Education Skills Block for K-2 reading instruction that has flexible grouping based on student skills readiness at its core which allows for acceleration of skills instruction within and across grade levels. Flexible grouping in reading instruction continues in 3-8 with reading groups based on student interest and/or reading level. Decisions for grouping are based on in-class and school-wide assessments. Grouping practices in mathematics include pull-out groups for students in need of enrichment or accelerated learning. The enrichment groups are determined on lesson- or unit-level readiness as demonstrated by in-class assessments. The accelerated groups are determined annually based on district- and state-wide assessments. The goal for the students in the accelerated groups is to be in Math 1 by 8th grade at the latest. Students needing earlier acceleration in mathematics may receive instruction in a higher grade level classroom, directly from the AIG teacher in a small pullout group, or, in grades 6-8, be enrolled in Math 1, 2, or 3 through NC Virtual Public School (NCVPS).
* 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.	Information is disseminated to staff in the following ways: <u>Teachers</u> *Program, plan, and regulations presented to faculty at beginning of each school year *AIG Services Roster which includes AIG students and their services is shared by AIG teacher to teaching staff at beginning of year planning meetings *Notes communicated at class placement meetings for the following year by AIG teacher and AIG coordinator *Identification information distributed at faculty meetings and professional development sessions by AIG coordinator *Regular meetings with grade level teams by AIG teacher and AIG coordinator <u>School Administrators</u> *Regular updates with administrative team as part of weekly administration meetings <u>All Staff</u> *Communication with faculty and staff through email, webpage, and intranet by AIG teacher and AIG coordinator *Minutes from annual program update presented by AIG coordinator to school board is available to faculty and staff

*** Practice F**

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

Communication among and between teachers occurs through these means:

- *AIG teacher relays relevant information to classroom teachers and support staff & designs a DEP for a student. This is facilitated with an AIG Services Roster that lists the students served in a grade level, their strength area(s), and what services were received the previous year.
 - *AIG students and services are discussed during annual transition meetings between grade levels
 - *Identified students listed as AIG in Infinite Campus
- Communication between schools about transitions occurs through these means:
For students new to Evergreen Community Charter School
- *AIG records are part of the official records request from previous school made for every new student
 - *The new student questionnaire includes a question about previous AIG identification and services
 - *Infinite Campus reports are run by AIG coordinator to "catch" previously identified AIG students
 - *Middle school conducts an orientation each year, attended by families of rising 6th graders, including AIG students and parents; AIG coordinator is available for questions
 - *Records of new students, previously identified as AIG, are reviewed by AIG teacher and AIG coordinator

For students leaving Evergreen

- *AIG DEP is included in the student file when students transition to another school or graduate to high school. DEP includes qualifying assessments, cumulative assessment data, services summary, and recommendations for future services.
- *Approved AIG plan will allow students transitioning to high school to carry forward AIG identification
- *8th grade transition team facilitates information sessions for parents and students regarding area high school offerings, including AP and honors courses

*** 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.

Acceleration options for AIG students are communicated to the community in the AIG Plan. The Levels of Service model adopted by Evergreen includes:

- *Curriculum compacting as a service to students in Levels 3 and 4. It is undertaken through the collaboration of the AIG teacher and the lead classroom teacher(s).
- *Subject acceleration coincides with Levels 3 and 4 of the service model.
- *Grade acceleration coincides with Level 4 of the service model.
- *CDM is available to middle school students as part of Level 4 services. Families and students are included in the decision making process as part of the annual DEP meetings.

The process for acceleration includes the following actions:

1. Collaborate with classroom teachers during initial class placement meetings, clustering AIG students will be a primary consideration
2. Review schedule to ensure accommodation for needs of accelerated learners--i.e. reading in k-2 and mathematics in 6-8
3. Review student data with classroom teachers at beginning, middle, and end of year
4. Communicate and discuss options with parents when placement decisions are being considered
5. Grade and subject acceleration decisions will be based on current and historical BOG or EOG performance (97th percentile or above), Progress Report scores, teacher observations (including KOI), mClass reading assessments, or EL Skills Block benchmarks that indicate performance 2+ grade levels above current grade level
6. Preference is given to subject acceleration over grade acceleration.

The process for determining math placement for 7th and 8th grade students in high school level mathematics courses through North Carolina Virtual Public School (NCVPS) includes the following actions:

1. Gather and review relevant data: current and historical mathematics EOG performance and progress report mathematics scores
2. Meet with AIG teacher and math teacher to gather placement input
3. Enter data and input into Middle School Math Acceleration Rubric to inform decision
4. Share proposed placement with parents/guardians to get their input and consent

Credit by Demonstrated Mastery (CDM) is the process by which Evergreen, based on a body of evidence, awards a student credit in a particular course without the student being required to complete the classroom instruction. The body of evidence includes Phase 1: a score of proficient or above on an EOC or course exam and Phase 2: an authentic artifact that demonstrates mastery of the content standards that is reviewed by the content area teacher, the AIG teacher, and the AIG coordinator. Evergreen offers the CDM process for any high school courses offered in grades 7-8 at Evergreen. Students or parents interested in pursuing CDM must contact the AIG coordinator at the beginning of the semester prior to the semester in which the course begins i.e. the beginning of the spring semester for a course beginning in the fall. A meeting with the student, family, current content area teacher, and AIG coordinator will be scheduled to discuss the options for pursuing CDM. If the team determines that CDM should move forward, the AIG coordinator will begin creating a plan with the student, family, content area teacher, AIG teacher, and testing coordinator.

Early Admission to Kindergarten Evergreen Community Charter School strongly discourages the enrollment of students prior to age five. It is our experience and belief that children benefit from the stimulation and preparation of a preschool or less structured educational environment in their preparation for school readiness and academic/social success. If a parent chooses to apply for early admission to kindergarten, all criteria in the following policy must be met. This policy is aligned with the NC State Board of Education Policy 16 NCAC 6E.0105, delineates the standards for early admission to kindergarten, and is stated below.

To determine the eligibility of a four-year-old child to enter kindergarten, the executive director or associate director shall confer with a committee of professional educators to consider for each child the following factors:

1. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence on either the Stanford-Binet or The Wechsler Preschool and Primary Scale of Intelligence administered by a licensed psychologist.
2. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on one or more of the following standard tests of achievement: the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), and/or the Test of Early Reading Ability (TERA). The test must be administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The executive director or associate director may also require an Evergreen Community Charter School teacher to complete an informal reading assessment of the child.
4. Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
5. Motivation/Student Interest. The executive director or associate director shall conduct an informal interview with the child, which may include observing the student in an Evergreen Community Charter School kindergarten classroom at Evergreen, and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

The parent shall present the information required by items 1 and 2 of this policy to the executive director or associate director no later than June 30 and the information required by items 3, 4 and 5 of this policy no later than May 30. All testing shall be administered after the April 16th that follows the child's fourth birthday. The executive director or associate director shall decide whether to accept the parent's request for enrollment within three weeks after receiving this information. Should the student be accepted through the lottery, the executive director or associate director may conditionally enroll the child for up to thirty days in order to determine whether the child is able to adjust to the school setting. If the executive director or associate director determines that the child is not

adjusting to the school setting during the first two weeks, the executive director or associate director shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful within the next 5 school days, the executive director may deny the request for enrollment. However, the executive director shall provide the parent at least 5 days notice before exiting the child from school so the parent may arrange child care, if needed.

Early admission to kindergarten shall not automatically result in the placement of the child in the Academically or Intellectually Gifted (AIG) program. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the AIG coordinator shall review the child's information to determine if the child shall receive AIG services. If the team determines that the child shall receive AIG services, it shall develop a differentiated education plan for the child.

Middle School Math Acceleration Rubric

Section 1: Review of Quantitative Data

Most Recent EOG Score	Student scored below the 80th percentile	Student scored between the 80th and 90th percentile	Student scored at or above the 90th percentile but below the 93rd percentile	Student scored at the 93rd, 94th, or 95th percentile	Student scored at the 96th or 97th percentile	Student scored at or above the 98th percentile
	0 points	1 point	2 points	3 points	4 points	5 points
Historical Normed Math Data (examples: past EOGs, IXL benchmark, etc.)	Student consistently scores below the 80th percentile AND/OR has wide variation between scores	Student consistently (i.e. most often) scores around or just above the 80th percentile AND/OR has significant variation (i.e. ?10 percentile points)	Student consistently (i.e. most often) scores around or just above the 90th percentile with minimal (i.e. fewer than 10 percentile points) variation between scores	Student has scored at or above the 93rd percentile on two of the last three standardized math tests with no scores below the 85th percentile	Student has scored at or above the 95th percentile on two of the last three standardized math tests with no scores below the 90th percentile	Student has scored at or above the 97th percentile on two of the last three standardized math tests with no scores below the 93rd percentile

between scores					
Math Grades	0 points	1 point	2 points	3 points	4 points
					5 points
	Student has earned grades that do not reflect mastery of grade-level skills	Student has earned grades that reflect meeting but not consistently exceeding expectations in grade-level math	Student has earned grades that reflect mastery of grade-level math standards with some evidence of exceeding expectations	Student has earned grades that reflect mastery of grade-level math standards with ample evidence of exceeding expectations	Student has earned grades that reflect mastery of grade-level math standards with ample evidence of exceeding expectations AND is in top 10% of cohort
	0 points	1 point	2 points	3 points	4 points
Section 2: Teacher Input					
Classroom Math Teacher Input	Math teacher expresses concerns that the student's self-concept and/or academic trajectory would be harmed by the proposed math acceleration	Math teacher expresses concerns about proposed acceleration AND the student's ability (Mastery of Knowledge and Skills and Character) to learn through the proposed course delivery method (ex. online though NCVPS, in a class with older peers, etc.)	Math teacher expresses concerns about proposed acceleration AND the student's ability (Mastery of Knowledge and Skills and Character) to learn through the proposed course delivery method (ex. online though NCVPS, in a class with older peers, etc.)	Math teacher expresses concerns about proposed acceleration OR the student's ability (Mastery of Knowledge and Skills and Character) to learn through the proposed course delivery method IF certain supports can be provided by the school	Math teacher recommends student for proposed math acceleration without reservation
	0 points	1-2 points	3-4 points	5-6 points	7-8 points
	AIG Teacher expresses concerns that the student's self-concept and/or academic trajectory	AIG teacher expresses concerns about proposed acceleration AND the student's ability (Mastery of Knowledge and Skills and Character) to learn through the	AIG teacher expresses concerns about proposed acceleration OR the student's ability (Mastery of Knowledge and Skills and Character) to learn through the	AIG teacher supports math acceleration based on the student's ability (Mastery of Knowledge and Skills and Character) to learn through	AIG teacher recommends student for proposed math

would be harmed by the proposed math acceleration	proposed course delivery method (ex. online though NCVPS, in a class with older peers, etc.)	proposed course delivery method (ex. online though NCVPS, in a class with older peers, etc.)	the proposed course delivery method IF certain supports can be provided by the school	acceleration without reservation
0 points	1-2 points	3-4 points	5-6 points	7-8 points
Section 3: Evidence of Standards Mastery				
For each standard or cluster of standards below, determine whether mastery of each set of standards was demonstrated or not. Use the unpacked standards, as needed, to determine full mastery of the standard. This information will be used to inform the classroom and AIG teachers' input.				
Standard	Evidence of Mastery			
Seventh Grade Ratios & Proportions				
Analyze proportional relationships and use them to solve real-world and mathematical problems (see standards NC.7.RP.1, NC.7.RP.2, and NC.7.RP.3).		Demonstrated	Not Demonstrated	
Seventh Grade Number System				
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers (see standards NC.7.NS.1, NC.7.NS.2, and NC.7.NS.3).		Demonstrated	Not Demonstrated	
Seventh Grade Expression & Equations				
Use properties of operations to generate equivalent expressions (see NC.7.EE.1 and NC.7.EE.2).		Demonstrated	Not Demonstrated	
Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities (see NC.7.EE.3 and NC.7.EE.4).				
Eighth Grade Expressions & Equations				
Analyze and solve linear equations and inequalities (see NC.8.EE.7).		Demonstrated	Not Demonstrated	

Eighth Grade Functions		Demonstrated	Not Demonstrated
Define, evaluate, and compare functions (see NC.8.F.1, NC.8.F.2, and NC.8.F.3).			
Use functions to model relationships between quantities (see NC.8.F.4 and NC.8.F.5).			
Scoring Guidelines			
Student Descriptor	Minimum Score Considered Ideal Score for Acceleration		
Rising seventh grader taking Math 1 through NCVPS	22	27+	
Rising seventh grader taking Math 1 in person (i.e. joining eighth grade class)	20	25+	
Rising eighth grader taking Math 1 (fall) and Math 2 (spring) through NCVPS	18	23+	
Rising eighth grader taking Math 1 in person	8	12+	
* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. The cultivation and development of young students is accomplished in the following ways: *K-3 students participate in Expeditions that develop critical and creative thinking and are differentiated in process and product *Recognition of their potential by participation in Talent Development services *Based on classroom and school-wide assessments, K-3 students participate in leveled reading groups and receive instruction appropriate to their needs. *In some instances, K-3 students participate in reading groups with classes one or two grade levels above their assigned grade. *Grade level teams also provide an advanced math group for instruction on a particular strand as needed for a specific cluster of gifted learners. *By parent or teacher request, the AIG teacher facilitates independent projects in science or social students. *The AIG teacher works directly with K-3 students in small group instruction			

*The AIG teacher participates with grade level teams in the planning of anchor activities for K-3 students who need different challenges. *The AIG teacher collaborates with grade level teams to plan and deliver whole group lessons that highlight critical and creative thinking. Extension activities related to these lessons are provided by the AIG teacher and used with students demonstrating interest in pursuing the topic or the challenge independently. *The AIG teacher and grade level teachers meet at the end of an instructional block (4 to 6 weeks) to discuss student performance, interest, and motivation to determine who may benefit from direct Talent Development services	* Practice 1 Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12. Evergreen's previous and current strategic plans have included goals expanding excellence for all students. The current plan includes goals to improve the sense of belonging for our changing families and to provide an "academically rigorous, holistic, equity focused curriculum" that prepares students to "contribute to a better world". The annual work plan lays out actions for achieving the goals and is monitored by the school's Instructional Leadership Team. Teachers and staff participate in professional development in furtherance of the work plan and strategic goals. Evergreen provides talent development opportunities for all students Kindergarten through 8th grade through Expeditions. Expeditions, an EL Education framework, are long-term (lasting a trimester or longer), in-depth studies that offer real-world connections that involve students in original research, critical thinking, and problem solving. (EL Education (2018). Core Practices, A vision for Improving Schools. (p 16). EL Education.) Expeditions integrate all curricular areas including the arts in the pursuit of answers to Guiding Questions. They provide opportunities for critical and creative thinking, authentic learning through field work with experts in the topic, collaboration with peers, self- and peer-assessment with the use of rubrics, and summative projects that often include a service learning component. Mechanisms are in place to facilitate communication with EC about twice-exceptional students. Discussions with faculty about different learning needs and integrating multiple perspectives into curriculum are ongoing. The needs of twice-exceptional students are considered in IEP and DEP meetings and involve members of the EC team and the AIG teacher or AIG coordinator. Students not yet meeting the criteria for formal identification are eligible for AIG services through Talent Development. Students at the 85th percentile (Level 1) in one or more of the identification criteria explained in Standard 1 are identified for Talent Development and are eligible for indirect services in the classroom. Those services include flexible grouping, compacted curriculum based on pre-assessments, and differentiated instruction and assessment. Students at the 93rd percentile or above (Level 2 or above) in reading or math achievement who have not yet met formal identification are eligible for indirect and direct services. Those services include but are not limited to small pull-out groups, interest-based projects, and subject acceleration. The parents/guardians of a student at the 93rd percentile or above will receive notification of Talent Development designation since their student may be participating in small groups led by the AIG teacher Intentional front loading occurs in math, ELA, science, and social studies classrooms through vertical alignment of standards and instructional practices. Teachers plan for both instruction of the grade level standards as well as exposure to concepts that are building blocks to standards for coming grade levels. Front loading in math begins for students in 4th grade with the weekly problem solving station where all students experience a problem involving a concept they have not yet learned and they are expected to use what they know already to try for a solution. The teacher-led instruction or the new concept is then guided by the work the students have demonstrated. Students who may be on a pathway for taking high school level math courses (Math 1 or higher) are introduced to content required for successful acceleration as a part of their AIG services. Front loading for ELA includes the inclusion of above grade level text for literature circles and authentic historical and scientific documents for Expedition. Science and social studies front loading occurs through the planning and design of Expeditions that include instruction and projects to meet the grade level standards as well as intentional exposure to ideas and content that will be addressed in subsequent grade levels.
---	---

* Practice J

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

Extra-curricular programs may include: Book of the Month Meetups (3rd through 5th grades), Battle of the Books (3rd through 5th grades), MathCOUNTS (, Yearbook, Odyssey of the Mind, etc. These programming options vary from year-to-year based on student interest and adult capacity for facilitation. Middle school students also have a flex time period during the school day where they can choose academic challenge and creativity focused courses each trimester. All of these programming options provide students opportunities to explore existing or potential interests, challenge level content, and grow existing talents.

* Ideas for Strengthening the Standard

- *Along with the full-time AIG teacher serving 4-8, Evergreen currently has a half-time AIG teacher to serve the needs of K-3 students. Moving the K-3 teacher to full-time would serve the program well. The identification of and services for primary grade students presents a unique challenge that requires unique experience and knowledge. Additionally, moving the position to full-time would allow for better recruitment and retention. It would also provide another means to support classroom teachers with the planning and implementation of differentiated lessons and Expeditions.
- *Services and parent education that directly address the social and emotional needs of highly gifted students would improve the program.
- *Aligning the middle school schedules with common math blocks would better allow for subject acceleration with direct instruction rather than relying on NCVPS for advanced math courses
- *Making available advances courses in English Language Arts (ELA) would expand opportunities for acceleration

Planned Sources of Evidence

* Expedition plans	
* AIG services roster	
* Middle School Math Acceleration Rubric	

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A		 Evergreen AIG Services Summary 2025-28  Advanced Middle School Math Rubric 2025-28

Standard 3: Differentiated Curriculum and Instruction

Evergreen Community Charter (11A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

In 2003, Evergreen adopted the EL Education model that fosters high achievement through active learning, integrated subject areas, and authentic experiences. Evergreen was recognized as an EL Education Credentialed school because it demonstrated and reviewed exemplary practices. Although Evergreen is no longer a partner school with EL Education, the model continues to be implemented with fidelity. Teachers design and implement challenging real-world Expeditions with learning targets that meet the Standard Course of Study objectives in core subject areas and incorporate arts, technology, adventure, environmental education, and service learning. Expeditions are focused on compelling topics and incorporate fieldwork and local expertise. Students engage in in-depth investigations to explore the environmental, social, political and economic aspects of our local and global communities. The ultimate goal is to teach students to think critically and creatively, to feel passionately about issues of concern to them, to work collaboratively with peers and adults, and to communicate their ideas effectively in writing and action. Expedition plans for each grade level are generated and updated each year, including learning targets and assessments that are aligned with the Standard Course of Study and exemplars of student work demonstrating proficiency on these targets. The AIG coordinator and AIG teacher shapes this school-wide curriculum (integrating the NC SCOS with EL Education) to meet the needs specifically of AIG learners in two important ways:

Enrichment and Extension

*In collaboration with regular classroom teachers, the AIG teacher documents expedition assignments and projects that are developed specifically for students who need greater challenge or extension beyond the basic assignments. AIG tiered assignments are included in grade-level Expedition plans. While any student may "opt up" to the AIG tier, students identified in the AIG program may be required to take on the challenge-level assignments.

*For AIG students receiving Level 3 or 4 services, instruction and assignments provided by the AIG teacher, instruction may be compacted for a student who has demonstrated mastery of a concept or strand. The student will have access to and instruction in alternative activities that allow for application of the mastered concepts in a real world context. In this way, AIG students are challenged to investigate problems more deeply, but not to simply do "more work" than their peers.

*Anchor activities in math and reading are available in all classrooms to either extend or enrich the SCoS when any student completes a daily assignment early.

Acceleration

*Students demonstrating mastery of grade level curriculum as demonstrated by assessment data may be subject accelerated to a higher grade level. In this instance, a student's instruction, practice, and assessment will take place in a different classroom so they can have better access to content appropriate to their needs.

*Decisions on subject acceleration will be made with input from the parents/family, lead teachers, AIG teacher, and AIG coordinator. The final decision will be made by the AIG coordinator.

*Master schedules will be coordinated to facilitate implementation of subject acceleration.

*Class placement will be coordinated to facilitate implementation of subject acceleration.

*Decisions on grade level acceleration will be made with input from the parents/family, lead teachers, AIG teacher, AIG coordinator, and Administration. The final decision will be made by the Executive Director.

* Practice B

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

Evergreen teachers cultivate an awareness of students' varied learning styles and needs.

Teachers use "hard" and "soft" data in determining the learning needs of all students:

- *mClass and EOG data to determine overarching achievement and growth
- *Unit pre- and post-tests to determine formative and summative mastery levels that inform instruction
- *Goal setting and progress monitoring of the goals to involve students in leading their learning
- *Interest surveys to determine instructional and summative project ideas
- *Multiple Intelligence questionnaires to involve students in understanding their strengths and the ways they may learn
- *Habits of Scholars (character education) surveys to determine student strengths and needs in being successful scholars

Among the instructional practices currently employed by teachers:

- *Reading Workshop
- *Literature Circles/Book Clubs with Socratic seminar
- *Direct vocabulary instruction including Greek and Latin roots
- *Reading comprehension instruction at k-2 to compliment EL Education Skills Block
- *Strategies that Work for reading comprehension development
- *Writing Workshop with 6-Traits of Writing
- *Authentic writing assignments
- *Math Investigations
- *Math Workshop 2.0
- *Hands-on Equations
- *Inquiry based social studies and science

* Practice C

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

Evergreen will continue to:

- *Supplement our current math curriculum with materials that are aligned across grade levels and consistent with Evergreen's experiential, inquiry-based approach. Ex.: William & Mary Units for High Ability Learners, Khan Academy, and Project M3
- *Supplement ELA instruction and maintain extensive, quality classroom libraries of fiction and nonfiction that support a reading workshop for advanced learners (as well as other students). Ex.: William & Mary Literary Units, Caesar's English & The Word Within the Word, and Schoolwide Enrichment Model - Reading (SEM-R)
- *Provide research, supplemental resources, and fieldwork experiences that support learning about established Expedition topics.
- *Supplement science and social studies curriculum with additional texts and materials at advanced reading levels that match measured reading levels of advanced learners.
- *Expanded library resources--both print and electronic--that support independent research on varied topics.
- *Make high school courses for middle school students available through NCVPS Incl. Math 1, Math 2, and Math 3
- *Use resources addressing social emotional needs from the Autonomous Learner Model (Betts & Kercher), The Gifted Kids Survival Guide (Galbraith & Delisle), Mindset (Dweck), SENG
- *Many topics addressing the social and emotional needs of AIG students are accessed through the use of bibliotherapy in literature circles discussing titles intentionally chosen to meet these needs.

*The school counselors participate in the annual professional development for staff that reviews the characteristics, profiles, and needs of AIG students so they can use the information when working with AIG students.	
* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. Evergreen's curricular model, EL Education, addresses future-ready skills in the EL Education Core Practices. The Core Practices address five domains: Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership. Within the five domains are practices that: *Support students to be leaders of their own learning and think critically and creatively about their own growth. *Develop parallel learning targets that challenge students to think critically about equity, global awareness, and environmental education topics within Expeditions. *Provide students with opportunities to make their learning public including presentations to the wider community through school-wide events such as Exhibition Night and Heroes of Asheville. *Design lessons that explicitly teach and assess collaboration in the context of an Expedition. *Provide students with opportunities to lead and conduct authentic service projects for students in other grades and in the community. *Enable students to demonstrate responsibility for their learning through reflection, communicating their understanding to parents and other members of the community, and demonstrating their abilities in high quality products. *Evergreen also provides instruction and feedback on the nine Habits of Scholars: Habits of Relationship-Collaboration, Respect, Compassion & Gratitude; Habits of Self-Integrity, Self-Regulation, Curiosity & Courage; and Habits of Performance-Perseverance, Craftsmanship, Responsibility. The habits are taught directly and are integrated into the Expeditions each grade level completes. Students reflect on their growth in these areas, share their progress with families during student-led conferences, and receive summative feedback on their progress reports through comments on all of the habits and scores on Craftsmanship, Self-regulation, and Respect.	
* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Assessment for learning occurs daily in Evergreen classrooms. Differentiation of content, process, and product in reading, math, and within Expeditions is based on both formative and summative assessment data. Prior to teaching a new concept or skill, teachers may assess students' abilities and knowledge in order to plan their instruction, group students appropriately, revise instructional objectives, and target re-teaching, curriculum compacting, or acceleration. Following the instruction, teachers again assess whether students have met the learning target for the lesson or assignment. Assessments for Learning (formative assessments) may take the form of quizzes, observations, conferences, homework checks, reflections, exit passes, or other informal checks of student understanding. Student engaged assessment allows students to be a part of formative and summative assessment analysis. Evergreen's teachers will share the assessment process with students so they know the expectations, learn the skills and knowledge, and self-assess to determine where they are in terms of the expectations. There are also opportunities to provide regular feedback to students about their progress and to model a standard for quality work, so that students can revise their first efforts in order to meet the standard. All major learning products go through a process of draft, critique, revision, and publication. At each stage of the process, students receive feedback from teachers and peers that guide their revisions. For teachers, these check-ins are also part of the ongoing assessment protocol. In addition, students in K-8 take screening assessments 2 to 3 times per year in reading and math to determine their growth in relation to benchmarks based on the NC SCoS. Results are used to inform the content and process of instruction.. Also, twice a year, students throughout the school participate in a writing assessment using the 6 + 1 Traits of writing as the assessment tool. Results by trait are used by teachers to differentiate instruction through one-on-one conferences addressing content and product.	

* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Collaboration among instructional staff working with AIG students results in differentiated curriculum and instruction for students that builds upon topics and content in regular education classrooms, is appropriately challenging, incorporates social/emotional learning (SEL), and is happening all day every day. Collaboration takes place in weekly team meetings, monthly PLC meetings, Monday early release planning, and whole and half-day professional development days. Collaboration at Evergreen is facilitated in a variety of ways: *Evergreen has a Differentiated Services department that consists of AIG, EC, and Academic Support programs. The teachers in each department facilitates planning for differentiated instruction, content, and assessment to meet the unique needs of the different populations *Structured planning time through agendas, scheduled appointments, articulated outcomes, accountability measures. *Review master schedule to find common planning time for support teachers and classroom teachers. *Continued professional development that models collaboration.													
* Ideas for Strengthening the Standard *Seek means to provide dedicated services for students identified as IG which may include implementing aspects of the School-wide Enrichment Model or the Autonomous Learner Model. *Offer continuing parent education such as a Supporting Emotional Needs of the Gifted (SENG) group and sessions building understanding of the needs of gifted children based off of the work of Betts, Dweck, Delisle, Galbraith, Davis, etc.													
Planned Sources of Evidence <table> <tr> <td>* Expedition plans with tiered assignments that include learning targets, assessments, and exemplars</td><td></td></tr> <tr> <td>* Exemplars of AIG projects facilitated by the AIG teacher</td><td></td></tr> <tr> <td>* Student performance data on reading and math benchmarks</td><td></td></tr> <tr> <td>* Student performance data on NC EOG tests</td><td></td></tr> <tr> <td>* Student portfolios including performance assessments</td><td></td></tr> <tr> <td>* Local writing assessment performance data</td><td></td></tr> </table>		* Expedition plans with tiered assignments that include learning targets, assessments, and exemplars		* Exemplars of AIG projects facilitated by the AIG teacher		* Student performance data on reading and math benchmarks		* Student performance data on NC EOG tests		* Student portfolios including performance assessments		* Local writing assessment performance data	
* Expedition plans with tiered assignments that include learning targets, assessments, and exemplars													
* Exemplars of AIG projects facilitated by the AIG teacher													
* Student performance data on reading and math benchmarks													
* Student performance data on NC EOG tests													
* Student portfolios including performance assessments													
* Local writing assessment performance data													

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

Standard 4: Personnel and Professional Development	
Evergreen Community Charter (11A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	
<i>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.</i>	
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Evergreen's AIG program is coordinated by an AIG-licensed educator with experience working in a variety of educational settings with gifted students in both elementary and middle grades. The AIG Coordinator's duties include guiding, planning, revising, and monitoring programs for advanced learners at Evergreen. These duties will include supervising the AIG teachers who will implement and provide direct contact with students in small group instruction, facilitating independent studies, or modeling differentiated lessons in the regular classroom. Indirectly, the duties of the AIG teacher entail co-planning with lead teachers and observing lessons to provide feedback to lead teachers.	
* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. The AIG coordinator's role is divided between coaching teachers in best practices for AIG instruction, providing professional development addressing AIG practices, and directly supervising the AIG teachers and administrative responsibilities for the program. The AIG coordinator will hold an AIG license. The AIG teacher's time is divided between coaching teachers--helping to differentiate lessons and assignments, modeling lessons for gifted students--teaching students in small pull-out groups or push-in situations, and serving as the lead teacher for some small groups. All of these tasks directly or indirectly address the needs of advanced learners. The AIG teachers will have an add-on AIG license obtained through state licensure (completing an AIG program at a college or university or successfully completing the Praxis exam) or will obtain AIG certification through a local certificate (successfully completing PD requirements set by the school). Additionally, Evergreen's staff is trained in differentiation strategies through their work with PD provided by EL Education and PD provided by the school.	
* 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. Evergreen teachers are expected to differentiate their instruction and curriculum to meet the needs of all students including AIG. Professional development for all faculty to address the needs of advanced learners includes: *An introduction to AIG and AIG learners for all new teachers and associates is a part of new faculty orientation. *Training is provided for all teachers, instructional specialists, and school administrators prior to the first day for students to address the specific needs and challenges of AIG learners. Training will include proper implementation of the observation tools used for identification *Professional development sessions using an EL Education Quality Work Protocol occur during the year in which all teachers and instructional specialists review and critique Expedition assignments and student work and discuss the implications for all students and subgroups of students including AIG. *Professional development to develop or deliver curriculum includes specific discussion and work time for differentiating to meet the needs of all students including AIG. *Regular coaching sessions occur between AIG coordinator, AIG teacher, and classroom teachers to provide individualized professional development regarding differentiated curriculum and instruction for AIG students.	

* 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.	Evergreen has just two classrooms at each grade level. Advanced learners are clustered in each classroom, with 4-6 advanced learners in each class of 22-26 students. Most instruction occurs through differentiation in the regular classroom or through small group, topic specific pull outs. All lead teachers receive professional development that includes meeting the needs of AIG students each year. Teachers may receive additional CEUs by completing the AIG Booster Shots and the associated reflection for each section. School administrators encourage classroom teachers to pursue professional development about differentiation for advanced learners and add-on licensure as part of ongoing supervision and evaluation.
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.	Evergreen has included increasing the diversity of the faculty and staff as part of the current strategic plan. The school has established a relationship with UNCA's education program so that Evergreen is considered for internship and student teacher placement. Administration participates in careers in education presentations at UNCA and Western Carolina University to encourage new teachers to consider Evergreen as a potential employer. AIG licensure is one factor that is encouraged through the application process. Evergreen provides and supports ongoing professional development for AIG-licensed staff so they continue to develop their understanding of and practices for gifted learners.
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.	Evergreen has committed to expanding excellence through the school's strategic plan that was developed and is evaluated by Evergreen's Board of Directors. The plan includes goals for increasing and retaining the diversity of the school community and continuing to provide a learning experience that is academically rigorous and holistic. The strategic plan is supported each year through the annual Work Plan that lays out the goals and actions (of students, teachers, and administrators) for student academic performance, development of character skills, and producing high quality work. Professional development on implementing the Learning for Justice (LJ) standards into classroom practices and grade level Expeditions is ongoing. The AIG teachers participate in and facilitate the professional development for the revision of grade level Expeditions to include the LJ standards and to align instruction and assessment with the NC Standard Course of Study.
* 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 professional development plan is a part of the school's work plan/school improvement plan (SIP) and is written by the Instructional Leadership Team (ILT) in conversation with teaching staff, administration, parents, and community members. Specific offerings such as differentiation strategies for AIG students, characteristics and types of gifted learners, and the social/emotional needs of gifted learners are driven by student performance data, a faculty needs assessment, and other data that measure stakeholder satisfaction and suggestions. Furthermore, the needs of and strategies for AIG students are integrated into professional development opportunities around general topics such as math and ELA instruction that support achieving school-wide goals.

* Ideas for Strengthening the Standard		
*Offer incentives for teachers to pursue AIG-licensure including tuition reimbursement and grant opportunities. *Provide additional professional development opportunities to classroom teachers such as book studies and attendance of AIG focused conferences (NCAGT, NAGC) that address the specific needs of gifted students.		
Planned Sources of Evidence		
* School-wide PD plan		
* Individual PD logs		
* Work Plan/SIP		
Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships	Evergreen Community Charter (11A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.
To develop new partnerships and strengthen existing, AIG personnel will: *Continue Student Led Conferences that include goal setting and monitoring. Students meet with parents at the beginning of the year to share their academic and character goals. They discuss how their parents can support them in achieving their goals. Students meet with their parents again in the Spring to share their progress and discuss how progress on their character goals impacted their academic goals. Parents are provided guiding questions to encourage their students to go deeper in their explanations. *Evergreen's 8th graders participate in end of year Graduation Panel presentations that are reflections on their educational, both academic and character, journey at Evergreen. Parents serve as panel judges and provide feedback to students based on a rubric developed for the purpose. It provides AIG students the opportunity to get feedback from adults other than their teachers on presentation skills. *Parents are invited to share their expertise in careers or pastimes related to grade level Expeditions. Students learn directly from experts and are exposed to educational and career possibilities. *Regular AIG stakeholder meetings are held (at least one each trimester) to inform parents of the needs of the program and seek their input to improve identification, programming, and services for students *An information night (open to all parents) is held in the fall to inform about identification, services, and opportunities to become involved in the AIG program. All families receive the invite through the school's newsletter. *The school's volunteer coordinator is used to tap into parent interests for student projects or mentorships *Established mental health counselor partnerships are leveraged to provide services for AIG students	* 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.
*Partnerships exist with UNCA, Brevard College (BC), and Warren Wilson College (WWC). UNCA and Brevard provide teacher interns and student teachers that bring new ideas for instruction and assessment to our classrooms. Evergreen's cooperating teachers bring their experience and expertise with working with advanced learners to the visiting teachers. Brevard College hosts administration for an information session on Evergreen's academic programming including AIG services. The students then come and observe the programming, BC for a day and WWC over a semester. Students from WWC work alongside Evergreen students in various service learning opportunities across the year. Evergreen's advanced learners are exposed to college and career potential.	

*Partnerships with local organizations, businesses, and industry are strong especially in terms of service learning integrated into grade level Expeditions. These authentic service learning experiences kindle interests and inspire all students to use their talents to benefit 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. Evergreen's AIG Advisory Committee consists of the AIG coordinator, AIG teachers, an EC teacher, faculty representing the grade level divisions (K-2, 3-5, and 6-8), AIG Stakeholders (which includes parents). The demographics of the school are considered for invitations for committee membership. The makeup of the advisory committee is reviewed annually and membership adjusted to ensure a representative membership. Members are asked to serve on the committee for a term of two years. The AIG Advisory Committee meets at least three times each year to evaluate the program alignment with the AIG plan, evaluate program effectiveness, and plan parent education opportunities. The program evaluation includes achievement data and feedback from students, parents, faculty, and other stakeholders. Every three years, as part of the AIG plan revision process, the program's offerings, policies, and plan are created through collaboration between the members of the committee. Any program and policy changes suggested by the committee are approved by the Board of Directors.
* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community.	Stakeholders are informed in the following ways: *AIG Plan, Identification Criteria summary, Services summary, and the NC AIG Standards posted on the Differentiated Services page linked to Evergreen's main web page *Provide Identification Criteria summary and Services summary as part of the beginning of year information for all students *Any of the documents mentioned above are made available to families in their native language upon request. Evergreen currently has families from South America, Mexico, Ukraine, and Vietnam. *Include explanation of services to families of any student participating in advanced learning opportunities *AIG coordinator presents program action plan and progress to Board of Directors annually *AIG coordinator meets with AIG stakeholders (staff, parents, and students) at least 3 times annually *Regular schedule of AIG parent education meetings with the goal to have at least 2 per year *AIG and school-wide publications provide written information to stakeholders
* Ideas for Strengthening the Standard	

*Leverage the relationship established with UNC - Asheville over the years to encourage them to offer an AIG add-on licensure program.
*Continue to develop partnerships with local entities that further service learning tied to Expeditions and continue the school goal for diversity

Planned Sources of Evidence

* Minutes from AIG Advisory Committee	
* Agendas and sign ins from parent education offerings	
* Parent and student survey/focus group responses	
* Expedition overview with service learning partnerships	
* AIG page on school website	

Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template N/A	 AIG Advisory Committee example agendas

Standard 6: Program Accountability	
Evergreen Community Charter (11A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	
<i>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.</i>	
* Practice A	Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.
	All components of an AIG plan, for all six standards, have been addressed by the plan and reviewed by the AIG Advisory Committee. The AIG Advisory Committee reviewed how Evergreen's AIG program addressed each standard and provided written and verbal feedback during regular meetings during the school year of submitting the new plan. The existing plan has been approved by the Board of Directors and by NCDPI. The plan under review has been approved by the Board of Directors and sent to NCDPI for review and comment.
	Assessment data (EOG, MAP, and mClass), survey data (teacher, parent, and student), focus group data (student and parent), progress reports, teacher observation, and classroom performance are reviewed by the AIG Plan writing team, the AIG coordinator, and the administration and are used to evaluate and revise Evergreen's AIG plan.
* 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 AIG coordinator meets regularly with the AIG teachers and classroom teachers to review implementation of the AIG plan and review student performance data. The AIG plan and evaluation summary are submitted to the school's Instructional Leadership Team (ILT) and to the Board of Directors. The AIG plan and evaluation summary is shared with stakeholders. Documentation is kept in a binder organized by standards and practices to document and provide evidence of implementation.
* 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.
	No additional state funds are allotted to our program (aside from the usual ADM). Our school budget includes no program budget for AIG other than salary and a classroom budget for each AIG teacher. The AIG teacher salaries are consistent with the state salary scale. The AIG classroom budget is used to fund materials for instruction of AIG students. The fees and materials for extracurricular programs are raised by parents and students. These budget priorities are reviewed annually by the AIG Coordinator as part of the budget process and as part of periodic (every 3-5 years) strategic planning to ensure alignment with the AIG plan.

*** 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.

Disaggregated mClass, EOG, and EOC data for students identified for AIG services is shared and analyzed with the ILT during the annual retreat to set school-wide goals and the actions needed to achieve the goals. The test data for performance and growth of students identified for AIG services is also compiled at the end of the year, analyzed by the ILT, and used to inform program revisions. Trend data of the previous 3 to 4 years for the disaggregated groups is gathered and analyzed as part of school-wide goal setting.

School-wide, grade level, and sub-group data is reviewed after the beginning-, middle-, and end-of-year assessment windows and shared with faculty as a group and in grade-level teams as part of the data loop process. Adjustments to instruction are discussed and made based on the data.

Performance and growth data for students identified for AIG services is shared with the AIG Advisory Committee as a regular agenda item.

Disaggregated data is reviewed at least 3 times per year with the school's administration as part of the school's Work Plan. Progress on Work Plan goals is shared with and reviewed by the ILT 4 times per year and adjustments to the Work Plan are discussed and made as needed based on the data.

*** 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.

Though Evergreen has few ELL or ethnically diverse students in the general population, not enough to constitute testing subgroups, these populations are monitored internally to avoid identifying individual students. AIG students in sufficiently large subgroups (5 or more students) include economically disadvantaged and twice-exceptional (2E). These subgroups are monitored to determine whether they are represented in similar percentages as they are in the general population of the school. Monitoring of representation, services, and retention occurs at the beginning of the year as part of the development of Evergreen's Work Plan, at the middle of the year as part of the mid-year review of the Work Plan, and at year end as part of the Work Plan annual review. A representation index (RI) is used to compare the AIG subgroup to other subgroups and the school population as a whole. Evergreen also monitors the demographics of the students in Talent Development, those that have partially met the identification criteria. Retention is determined by student withdrawals of AIG students compared to other subgroups and the school population as a whole.

**AIG Representation Index -
Winter 2025**

Category	% AIG	% K-8	RI
Male	55	56	0.98
Female	45	44	1.02

Asian	0	<3	
Black	0	<3	
Hispanic	3	7	0.43
Multi-racial	11	9	1.22
Pacific Islander	0	<3	
White	86	82	1.05
EDS	31	38	0.82
SWD (IEP & 504)	12	24	0.50
Talent Development Representation Index -			
Winter 2025			
Category	% Tal. Devel.	% K-8	RI
Male	56	56	1.00
Female	44	44	1.00
Asian	<3	<3	
Black	0	<3	

Hispanic	9	7	1.29
Multi-racial	9	9	1.00
Pacific Islander	<3	<3	
White	80	82	0.98
EDS	29	38	0..76
SWD (IEP & 504)	19	24	0.79
* 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. Personnel files are kept current and complete. Evergreen targets 100% of all lead teachers and support teachers including those that serve AIG students meeting NC teaching licensure requirements. A licensure file is maintained for each licensed teacher by the Associate Director - Licensure. Files are reviewed annually to determine licensure status and professional development participation. Teachers are informed of licensure status, requirements, and needs as part of the annual review. The licensure status of the AIG Coordinator and AIG teachers are reviewed annually and a plan is developed for attaining AIG licensure if it is not current.			
* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. Feedback on implementation and effectiveness is gathered by several different means: *Student reflections are collected and held in portfolios at the conclusion of units or activities and at the end of year. *The annual parent survey includes questions about AIG services. *Focus groups are conducted throughout the school year to elicit first hand feedback from students. *The AIG Advisory Committee is made up of parents, teachers, and program staff. *Open dialog is maintained between the school's Board of Directors, program staff, teachers, families, and community members.			
* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.			

Program data, including evaluation data, and overview is shared by the AIG coordinator with the school board annually. Board meetings are open to the public and minutes are available to the public. AIG data is included in the formulation of school goals, a process that includes faculty, administration, and parents. The goals are shared in the Director's letter that goes out to the school community. Performance data for AIG students is available on the AIG page linked to Evergreen's website.

*** Practice I**

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

Student rights are safeguarded in the following ways:

Informed consent for identification and placement

- *Parents/guardians are informed about the screening with SAGES-3 in 2nd grade, the nature of the test and its purpose, and have the option to opt out by returning the signed letter indicating their preference.
- *Parents/guardians receive a letter through the mail once a student has met the criteria for formal identification that outlines the criteria met and the area of identification. Parents are asked to sign and return the letter. They may also schedule a meeting with the AIG Coordinator to discuss identification before providing consent.
- *Once consent for identification is attained, the AIG teacher will schedule an in-person meeting to review placement options and recommendations through the DEP. Parents/guardians consent to placement with their signature on the DEP.

Reassessment Procedures

- *In the event a parent/guardian questions a student's identification, they may make a request for reevaluation in writing and send it to the AIG Coordinator. The AIG Coordinator will consult with the administration team and the AIG Teacher to determine if there is valid and reliable data aligned with Evergreen's identification criteria to determine identification status. If it's determined more data is required, a written plan to gather the data will be developed and shared with the parents/guardians by the AIG Coordinator. If it's determined sufficient data is already available, the parents/guardians will be informed in writing by the AIG Coordinator of the identification status and a meeting will be scheduled to discuss the decision.

Transfers from other LEAs

- *Evergreen accepts the identification status of students transferring from other schools in North Carolina.
- *Evergreen includes a request for a student's DEP in the records request from the transferring school. The Student Services Coordinator informs the AIG Coordinator when a DEP is received.
- *A PowerSchool/Infinite Campus query is run to determine AIG status of transfer students.
- *Evergreen will review the identification status of students transferring from a school outside of North Carolina and determine the identification status and appropriate placement in collaboration with the parents/guardians. Previous assessment data aligned with the data used by Evergreen and current classroom data will be used in the determination of identification.

Procedures for resolving disagreements

- *AIG policy indicates that parents or students can address concerns to: 1) classroom teacher, 2) AIG teacher, 3) AIG Coordinator, 4) ad hoc AIG advisory committee made up of AIG stakeholders 5) school administration, 6) Board of Directors.
 - *In the event a parent/guardian disagrees with the identification process or services being provided for their child, they should follow the following grievance process:
 - 1) Submit a written description of their view to the AIG coordinator who will then meet with administration
 - 2) A meeting with the family, coordinator, administrator, and lead teacher will be scheduled to hear the grievance
 - 3) Based on that meeting a decision on the student's eligibility will be determined
 - 4) If the parent is still not satisfied, a mediator, often a member of Evergreen's Board of Directors, can be brought in to assist in making a determination.
- As per Article 9b - § 115C-150.8. Review of Disagreements: In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a

disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Click here to remove the table and use only the narrative field.

*** Ideas for Strengthening the Standard**

*Identify and utilize additional identification tools that are sensitive to cultural bias.

*Continue to expand data collection for program evaluation

Planned Sources of Evidence

* AIG data base

* EOG and benchmark data

* AIG parent and student survey data

* AIG webpage

* Licensure files

Type

Documents

Document Template

Document/Link

AIG Standard 6 Additional Resources

N/A

Page 36 of 39

6/30/2025 12:02:10 PM

Evergreen Community Charter (11A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/15/2025 

AIG Related Documents		
Evergreen Community Charter (11A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0		
Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	AIG plan 2025-28 Board Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Evergreen Identification Criteria Summary 2025-28 SAGES parent informed consent letter Talent Development parent letter Parent Notification Letter of Advanced Learner 2025-28 Differentiated Education Plan 2025-28
AIG Standard 2 Additional Resources	N/A	Evergreen AIG Services Summary 2025-28 Advanced Middle School Math Rubric 2025-28
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	AIG Advisory Committee example agendas
AIG Standard 6 Additional Resources	N/A	

Phrase		Definition	