Evergreen Community Charter
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

Approved by local Board of Education on: 19-MAY-16
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Evergreen Community Charter has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

For 2016-2019, Evergreen Community Charter local AIG plan is as follows:

Evergreen Community Charter Vision for local AIG program: The Program for Advanced Learners (PAL) is consistent with and an extension of the school-wide EL Education program. 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 - PAL Coordinator, PAL teacher, 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.

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

State Funding	Local Funding	Grant Funding	Other Funding
$43500.00	$0.00	$0.00	$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: Articulate clear, comprehensive steps toward identification, including: definition of giftedness, measures of giftedness, instruments used to measure, who nominates students and when, appeals process, review process & instruments, transition from identification to service.

* produce parent handbook that includes identification process

* post procedures on PAL website

* include identification process in twice annual stakeholder meetings

* include identification process in new teacher orientation and opening work days for returning teachers

* Include reference to parent handbook in additional interactions between stakeholders throughout the year.

Articulate clear description of Levels of Service for identified students to be included in parent handbook.

Level 1 All students at Evergreen
   - differentiation strategies including flexible grouping

Level 2 differentiated instruction including tiered assignments and menus.
   -content, process and/or product options

Level 3 differentiated instruction including curriculum compacting and pull-out groups.
   -alternatives that include going deeper into content or exploring interests

Level 4 differentiated instruction including individual in-depth studies.
   -LEADER, science fair

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to

develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: * Student achievement measures including MAP and EOG assessments in reading and mathematics are compiled, analyzed, and documented annually beginning in 3rd grade. Students in the 93rd percentile or above meet the achievement criteria for AG, AM, and AR. Students in the 97th percentile or above meet the achievement criteria for IG.

* At the beginning of the school year (September - October) in grades 3 - 8, a qualitative measure of student aptitude 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 (6-8 weeks) looking for gifted behaviors in advanced language, analytical thinking, meaning motivation, perspective, sense of humor, sensitivity, and accelerated learning. The results are normed for the school's population.

* At the end of the year (April/May), lead teachers will complete the Renzulli-Hartman Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli, J. S. (1986). The three-ring conception of giftedness: A developmental model for creative productivity. In Sternberg, R. J., & Davidson J. (Ed.) Conceptions of Giftedness (pp. 53-92). New York: Cambridge University Press.) for students who have met the achievement criteria but not the observational criteria. Lead teachers rate students in Learning and Motivational Characteristics.

* Students meeting or exceeding the 93rd percentile in the KOI or Renzulli-Hartman Scales meet the gifted behaviors and/or motivation criteria.

*Students in the 97th percentile or above in achievement or observational criteria will be assessed using the Naglieri Non-Verbal Ability Test or similar assessment. Students in the 97th percentile or above meet the ability criteria for IG.

* To meet the overall criteria for AG, AM, and AR services, students must meet both the achievement and observational criteria. Students meeting one of the criteria are on a watch list and considered for services if staffing and schedule permit.

* To meet the overall criteria for IG services, students must meet the achievement criteria or observational criteria and ability test criteria.

*Currently, ability testing (IQ such as Wechsler) done by an outside source or for EC services are considered as a valid criteria for IG.

* Students who have met the observation criteria or achievement criteria but not both are placed on a watch list to monitor their progress. The lack of formal identification does not make a student ineligible for services.

Practice C
Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations

include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: * use traditional measures (MAP & EOG)
* use non-traditional measures designed to spot talent in under-represented populations:
    Kingore Observation Inventory
    Renzulli-Hartman Rating Scales
    Naglieri Non-Verbal

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

District Response: *Teaching staff receives annual training on the identification process that is led by the program coordinator and PAL teacher.

* Kingore Observation Inventory is a research based tool that increases the probability that all populations of students are addressed. Classroom teachers are trained in the use of KOI not only for PAL identification purposes but also its use for instructional differentiation. The KOI is conducted at the beginning of the year (September - October) in grades 3 - 8. The KOI is a tool for classroom teachers to observe their class for an extended period (6-8 weeks) looking for gifted behaviors in advanced language, analytical thinking, meaning motivation, perspective, sense of humor, sensitivity, and accelerated learning. The results are normed for the school's population. Teachers receive annual training on administration protocols for this instrument to ensure consistency across the LEA.

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

District Response: * policies included in PAL parent handbook

* policies published on PAL website

* twice annual stakeholder meetings include review of procedures and options

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

* Review Power School records when students enter or leave Evergreen; update cumulative files

* In the event a parent 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 PAL 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 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).)

Ideas for Strengthen the Standard: Evergreen continues to explore tools to better identify students for IG services including Sages-2, CogAt, and Naglieri Non-verbal Abilities Test in order to assess student aptitude.

To better serve identified students, Evergreen is revising the assessment criteria for AR, AM, and AG from the 90th percentile to the 93rd percentile and adding the IG assessment criteria of 97th percentile.

Sources of Evidence: PAL parent handbook
PAL website
New Teacher Orientation agenda
Opening Work Days agenda

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: In 2003, Evergreen embraced the EL Education (formerly Expeditionary Learning) educational model that fosters high achievement through active learning, integrated subject areas, and authentic experiences. Evergreen has been chosen to be a EL Mentor mentor school because it's exemplary practices. 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 PAL coordinator and PAL 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:

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

* For PAL students receiving level 3 or 4 services, instruction and assignments provided by the PAL teacher, may be adapted to substitute for or replace an assignment in the regular classroom. For example, a student who has demonstrated mastery of a math concept or strand 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, PAL students are challenged to investigate problems more deeply, but not to simply do "more work" than their peers.

Practice B

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

District Response: Evergreen teachers cultivate an awareness of students' varied learning styles and
needs. Teachers use "hard" and "soft" data in determining placement in flexible groups:

*mClass, MAP, and EOG data
*unit pre- and post-tests
*goal setting and progress monitoring
*interest surveys
*Multiple Intelligence questionnaires
*Habits of Scholars surveys

Among the instructional practices currently in teachers' repertoire are:

* Reading Workshop
* Daily Five
* Literature Circles
* Guided reading
* Teaching of Latin and Greek roots
* Writing Workshop
* 6 Traits of Writing
* Strategies that Work
* Math Investigations
* AIMS math problem solving
* Math Workshop 2.0
* authentic writing assignments
* Reading comprehension instruction at k-2
* Vocabulary instruction
* Inquiry based social studies and science

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

District Response: Continue to:
Evergreen has available to students and teachers:

* research and acquire supplemental resources that support learning
about established Expedition topics.

* supplement our current math curriculum with text books and materials that are aligned across grade levels and consistent with Evergreen's experiential, inquiry-based approach.

* supplement science and social studies curriculum with additional texts and materials at advanced reading levels that match measured lexiles of advanced learners.

* maintain extensive, quality classroom libraries of fiction and nonfiction that support reading workshop for advanced learners (as well as other students).

* expanded library resources--both print and electronic--that support independent research on varied topics.

*high school courses for middle school students available through NCVPS

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

District Response: * Develop and document an aligned global awareness curriculum that is integrated into grade-level Expeditions.
* Develop parallel learning targets for global awareness and environmental education topics within expeditions.
* Develop and improve the LEADER program, an independent, three-year learning experience for PAL students with research, community mentoring, and service components.
* Improve instruction in research skills and provide opportunities for students to demonstrate their ability to research, analyze, and evaluate electronic and print resources.
* Provide students with opportunities to 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.

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

District Response: Assessment For Learning occurs daily in Evergreen classrooms. Students move in and out of flexible groups in reading, math, and within Expeditions based on both formative and summative assessment data.

Prior to teaching anew concept or skill, teachers may assess students' abilities and knowledge in order to plan theirinstruction, 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 the formative assessment process so they know the

expectations, learn and learn the skills and knowledge, and self-assess to determine where they are in terms of the expectations. These 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, twice a year, in Fall and Spring, students in grades 3-8 take a computerized assessment called the Measures of Academic Progress (MAP) in math, reading, and language use designed by Northwest Evaluation Association (NWEA). This assessment provides teachers and parents with a wealth of data about students' understanding and progress in these areas, including detailed information about concepts each student has mastered and those s/he is ready to learn. A written report of the assessment results is provided to parents. The MAP assessment is particularly valuable for advanced learners because it is an adaptive test, which builds itself as the student takes the test so that test items target the student's abilities, rather than the student's grade level. For more information about the MAP assessment, see NWEA.org.

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 flexible groups and one-on-one conferences.

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

District Response: Many topics addressing the social and emotional needs of AIG students are accessed through the use of literature circles discussing titles such as A Swiftly Tilting Planet or The Great Gilly Hopkins. Additional titles can be intentionally chosen to meet these needs.

Lunch time issue groups meet to discuss topics often times specific to AIG students such as perfectionism.

The middle school counselor participates in the annual professional development for staff that reviews the characteristics, profiles, and needs of AIG students.

Supporting Emotional Needs of the Gifted (SENG) is a research based parent training developed by Dr. James Webb is offered when parent interest is expressed. The program brings together parents and SENG trained facilitators to discuss different topics and experiences often faced by AIG students such as underachievement, parent relationships, etc.

Practice G

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

District Response: Based on classroom assessments, K-2 students participate in leveled reading groups and receive instruction appropriate to their needs. In some instances, k-2 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 topic as needed for a specific cluster of gifted learners. By parent or teacher request, individual students have taken on independent projects in science or reading. The PAL teacher participates in the planning of anchor activities for K-2 students who need different challenges.

Third grade students are ability grouped in math based on beginning of the year classroom assessments and MAP scores. Ongoing math assessments at the beginning of each unit allow for curriculum compacting when necessary. Reading instruction is differentiated through flexible grouping and leveled reading selection. The PAL teacher works directly with students in small group instruction and indirectly with collaborative planning.

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

District Response: * Evergreen has a Differentiated Services department that consists of PAL, EC, and Academic Support programs and coordinates planning for differentiation.

* 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.

* Create collaboration and integration structures for 7/8

* Continue professional development that models collaboration.

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

District Response: * At the beginning of the year, teachers receive training regarding identification of PAL

students and review files of students with DEPs
* DEPs are shared with students and parents annually as part of student led conferences
* Document differentiation in classes through DEPs
*DEPs are included in cumulative files and are sent on to the receiving school when a student leaves Evergreen

Ideas for Strengthen the Standard: K-2 services can be strengthened with additional professional development that addresses the particular needs at this developmental level.

Provide dedicated services for students identified as IG which may include implementing aspects of the School-wide Enrichment Model or the Autonomous Learner Model.

Having additional staff trained to run SENG groups would allow more opportunities for parents to participate in and learn about the social/emotional needs of their students.

Continue the inclusion of differentiation strategies into professional development and PLC sessions.

Sources of Evidence: Expedition plans with tiered assignments that include learning targets, assessments, and exemplars.
Exemplars of PAL projects facilitated by the PAL teacher
Student performance data on MAP reading and math tests
Student performance data on NC EOG tests
Student portfolios including performance assessments
Local writing assessment performance data

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: Evergreen's Program for Advanced Learners is coordinated by Cameron Brantley, a masters level, AIG-licensed educator with 18 years experience working in a variety of educational settings with gifted students in both elementary and middle grades.

Mr. Brantley's duties include guiding, planning, revising, and monitoring programs for advanced learners at Evergreen. These duties will include supervising the PAL teacher 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 PAL teacher entail co-planning with lead teachers and observing lessons to provide feedback to lead teachers.

Practice B

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

District Response: The PAL coordinator's role is divided between coaching teachers in best practices for AIG instruction, providing professional development addressing AIG practices, and directly supervising the PAL teacher. The PAL 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 administrative responsibilities for the program. All of these tasks directly or indirectly address the needs of advanced learners.

Though no teachers have an AIG license, Evergreen's staff is trained in differentiation strategies through their work with EL Education consultants and PD provided by EL Education.

Practice C

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

District Response: *An introduction to PAL and AIG learners for all new teachers and associates is a part of new faculty orientation.

*Training is provided for all teachers 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 review and critique Expedition assignments and student work and discuss the implications for all students and subgroups of students including PAL.

* Regular coaching sessions occur between PAL coordinator and regular classroom teachers to provide individualized professional development regarding differentiated curriculum and instruction.

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

District Response: 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 22-24 students.
Most instruction occurs through differentiation in the regular classroom or through small group, topic specific pull outs. All lead teachers are highly qualified by USDE standards and receive high quality professional development each year.

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

District Response: The professional development plan is written by the SIT team in conversation with teaching staff, administration, parents, and community members. Specific offerings, including those that support the PAL, are driven by student performance data, a faculty needs assessment, and other data that measure stakeholder satisfaction and suggestions.

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

District Response: Most professional development is job embedded and ongoing (e.g., monthly PLCs). Faculty are encouraged to apply their learning in the classroom, bring it back to their colleagues, and revise their practice according to student performance outcomes. Disaggregated data on advanced learners' growth and performance is shared and analyzed with teachers to inform professional development. Teachers participate in an end-of-year survey on their PLC in which they report on the applications and implications of professional development.

Ideas for Strengthen the Standard: Offer incentives for teachers to pursue AIG-licensure including tuition reimbursement and grant opportunities.

Provide professional development opportunities such as book studies and attendance of AIG focused conferences that address the specific needs of gifted students.

Include strategies to meet the needs of gifted learners in professional development sessions offered as actions in the SIP.

Sources of Evidence: staff licensure files
School-wide PD plan
Individual PD logs
PAL Action Plan
SIP

Standard 4: Comprehensive Programming within a Total School Community

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

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

District Response: Curent PAL programs include multiple levels of service within the regular school day and outside of it. These include differentiated curricula to meet the academic and intellectual needs of gifted learners; clustering in classes and lunch-time groups to meet the social and emotional needs of gifted learners; and after school programs that serve all of these needs in a variety of ways.

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

District Response: Evergreen will continue to identify PAL students in reading and/or math. Service options will match identification. For example, a student identified with a strength in reading as determined by MAP or EOG results will have services focused on increasing their reading skills through differentiated instruction in the classroom, pull-out literature circle groups, or individual reading projects (Levels 2 - 4).
   *Differentiated instruction in reading and math will occur in regular classroom for Level 1 & 2 Services (flexible grouping, tiered assignments, or curriculum compacting).
   *Pull-out and push-in small group instruction will be the service models in reading and math. (Levels 3 & 4)
When differentiating assignments or instruction, teacher will be mindful of other identified talents (art, music, leadership) that can be served by individual projects. Continue to expand PAL offerings beyond core academics as school resources become available, e.g., after school creative writing club, Marimba band, multi-media club.
Services for IG will be individualized to the student and integrated with the classroom curriculum when possible. Social/emotional needs will be considered when appropriate.

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

District Response: 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. EL and programs recommended for advanced learners have in common: project work, meaningful choices, self-directed learning, literature-based reading, inquiry-based math and science. We also recognize the need to deepen and enhance the academic experience for advanced learners by strengthening the ways in which we differentiate for advanced learners. We are committed to providing the resources necessary to promote a challenging program for these students.

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

District Response: Information is disseminated to staff in the following ways:
   * Identification information distributed at faculty meetings and professional development sessions
   * PAL students and their services reviewed at team meetings
   * Notes communicated at placement meetings
   * Regular meetings with grade level teams
   * Meets with administrative team as necessary
   * Communicates through email, website, and intranet
   * Minutes from annual presentation to board is available to faculty and staff

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

District Response: Communication occurs through these means:
   * records of new students, previously identifed AIG, are reviewed by PAL coordinator
   * PAL teacher relays relevant information to classroom teachers & designs a service plan for student. This is facilitated with a PAL Students & Services Summary that lists the students served in a grade level, their strength area(s), and what services were received the previous year.
   * PAL DEP included in 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
   * Identified students listed as AIG in Power School
   * 8th grade transition team facilitates information sessions for parents and students regarding area high school offerings, including AP and honors courses
   * Middle school conducts an orientation each year, attended by families of rising 6th graders, including PAL students and parents; PAL coordinator is available for questions

Practice F

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

District Response: Coolaboration is an essential aspect of Evergreen's educational model. Collaboration occurs on a regular basis in these configuarations:
* Maintain common planning periods for enrichment, grade level teams, and PAL
* Increase common planning periods for Differentiated Services (PAL, EC, Academics Support, and counseling) and grade level teams, with inclusion of PAL 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
* Continue to create PLCs for staff in division groupings in which all faculty and administration participate

Practice G

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

District Response: Acceleration options for PAL students are communicated to the community in the PAL Handbook. 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 PAL teacher and the lead classroom teacher(s). The option of subject and/or 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 steps
   * Review student data at beginning and end of year
   * Collaborate with classroom teachers during initial class placement meetings, clustering PAL students should be a primary consideration
   * Communicate with parents when placement decisions are being considered
   * Review schedule to ensure accommodation for needs of accelerated learners--i.e. reading in k-2 and algebra & geometry in 7-8
   * Grade and subject acceleration decisions will be based on EOG and MAP performance (97th percentile or above), teacher observations (including KOI), classroom assessments (mClass reading assessments or benchmarks that indicate 2+ grade levels ahead) and consultation with parents. The social-emotional implications - age peers v. academic & intellectual peers, level of maturity, etc. - must be a part of the decision making, especially in the case of grade acceleration.
   * Preference is given to subject acceleration over grade acceleration

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

District Response: The Kingore Observation Inventory is used for identification. "The KOI has been successfully implemented to identify gifted and talented behaviors in children for over 10 years in almost every state in America and several other countries, including Australia, Canada, and Mexico. It is celebrated for its ability to identify gifted potentials in minority students and students from poverty who are frequently difficult to identify through standardized tests. It is valued by educators for its effectiveness and efficiency." (http://www.bertiekingore.com/koi.htm) The Renzuli Idenfication System is used to identify creativity and potential that may not be noted through achievement testing (Renzulli, J. S. (1986). The three-ring conception of giftedness: A developmental model for creative productivity. In Sternberg, R. J., & Davidson J. (Ed.) Conceptions of Giftedness (pp. 53-92). New York: Cambridge University Press.) Differentiated programs may be highly individualized to enable students to explore personal passions or interests through independent projects or service. Mechanisms are in place to facilitate communication with EC about twice-exceptional students. Discussions with faculty about diversity awareness and integrating multiple perspectives into curriculum are ongoing. The needs of twice-exception students are considered in IEP and DEP meetings and involve members of the EC team and the PAL teacher or PAL coordinator.

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

District Response: Extra-curricular programs include Odyssey of the Mind, Science Olympiad, Math Counts, chess club, regional and state science fair, spelling contests, year book, band, etc.

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

District Response: Flexible grouping practices are evident in grades K through 8. Assessments, formative and summative, are used throughout the year to place students in appropriate groups and to determine if the group continues to meet their needs. Assessment data from beginning of year and middle of year assessments (mClass, BOG, MAP, and benchmark tests) inform grouping decisions. Performance on pre-assessments and post-assessments provide additional information to form groups. Student interest inventories are also used to inform grouping decisions. Once groups are determined, instruction is differentiated to meet the needs of the group through level of text and targeted comprehension strategies for a reading group, application v. acquisition of math concepts, the highest tier of a culminating project in science or social studies, etc.

Ideas for Strengthen the Standard: The addition of another PAL teacher would better serve Evergreen's gifted students. Currently one full time teacher monitors and implements DEPs for ~70 students resulting in some students getting infrequent direct contact with the PAL teacher. Regular contact would result in stronger implementation of services and improved student growth.

As mentioned previously, services that directly address the social and emotional needs of gifted students would improve the program.

Sources of Evidence: List of extracurricular programs for PAL students
Expedition plans
Lesson plans
Curriculum maps
DEPs
PAL student summaries

Standard 5: Partnerships

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

Practice A

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

☐ academic and intellectual

☐ social and emotional.

District Response: To develop new partnerships and maintain existing, PAL will continue regular updates to PAL website, including information on identification, services, and assessment; hold regular PAL stakeholders meetings to gain different perspectives to improve the program; hold beginning-of-the-year (open to all parents) and end-of-the-year(targeted to PAL parents) meetings with parents to inform about identification and services; distribute and discuss PAL handbook to new to PAL parents; continually evaluate and revise PAL parent education meeting schedule, content, and means of delivery (i.e. face-to-face, video links, etc.); put PAL and classroom website links in school-wide parent communications; and revise PAL brochure and publicize at school-wide events for prospective families, making a clear distinction between traditional AIG programs and the levels of service approach.

Practice B

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

District Response: Stakeholders are informed in the following ways:
   * PAL coordinator presents program action plan and progress to Board of Directors each Spring.
   * PAL coordinator meets with PAL stakeholders (staff, parents, and students) at least 3 times annually.
   * Regular schedule of PAL parent/student education meetings
   * PAL and school-wide publications provide written information to stakeholders

Practice C

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

District Response: Evergreen's PAL has been dedicated to including all stakeholders in decision making since its inception. Between 2003 and 2005, driven by school improvement goals and in

response to the concerns of parents of gifted learners, professional development for faculty and curriculum development and resource acquisition targeted differentiation within all grade levels. In September of 2005, the SIT formed a Task Force on Education for Advanced Learners to comprehensively investigate and document the needs of high achieving students. Through surveys, test data analysis, focus groups, and an independent marketing study, the task force sought both qualitative and quantitative data from school constituents, including students, parents, teachers, board members, and the community at large. The current PAL program was designed in response to this data.

Each year the program's offerings, policies, and action plan are created through collaboration between the the PAL coordinator, PAL teacher, faculty, and PAL Stakeholders (which includes parents). The PAL Advisory Committee meets at least 3 times each year to review current policy, programming, and parent education opportunities. Members are asked to serve on the committee for a term of two years. The program and all policy changes suggested by the committee are approved by the Board of Directors which include parent representatives.

Each year, the program evaluation includes feedback from students, parents, faculty, and other stakeholders.

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

District Response: Families are informed regularly by
   * maintaining a PAL website with information on current programming
   * including the link to the PAL website in weekly classroom communications
   * continued regular email communication regarding small group topics and activities
   * posting PAL opportunities on office door
   * including PAL opportunities in school-wide publications including Howl, the Scoop, and other communications
   * maintaining a distribution list for PAL families & send emails with new opportunities

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

District Response: Partnerships include:
   * parent & community involvement
    * annual spelling contest
    * coaching of Odyssey of the Mind and Science Olympiad clubs
   * strong partnerships exist with UNCA, Brevard College, and Warren Wilson Collegef
   * partnerships with local businesses and industry are strong especially in terms of service learning integrated into grade level expeditions

Ideas for Strengthen the Standard: Take the lead in offering parent education nights that include information sessions on the needs and characteristics/profiles of gifted learners to the Evergreen community as whole.

Leverage the relationship built up with UNC - Asheville over the last 5 years to encourage them to offer an AIG add-on licensure program.

Sources of Evidence: minutes from PAL stakeholders meetings
agendas and sign ins from parent education offerings
PAL handbook and brochure
Parent survey responses
PAL website

Standard 6: Program Accountability

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

Practice A

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

District Response: All components of an AIG plan, for all six standards, have been addressed by the plan. The existing 2013-16 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.

Practice B

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

District Response: The PAL coordinator meets regularly with the PAL teacher and classroom teachers to review implementation of annual action plan and review student performance data. The action plan and evaluation summary are submitted to the school's SIT and to the Board of Directors. The action 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

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

District Response: No additional state funds are allotted to our program (aside from the usual ADM). Our
school budget includes no program budget for PAL other than a small classroom budget and
salary for the PAL teacher. The PAL classroom budget is used to fund materials for instruction of
PAL students. The PAL teacher salary is consistent with state salary scale. The fees and materials
for extracurricular programs are raised by parents and students.

Practice D

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

District Response: Disaggregated EOG and MAP test data (reading, math) for PAL students is shared with SIT during the annual retreat to set school wide goal and is reviewed in September and March and shared with faculty as a group and in grade-level teams. The test data for performance and growth is also compiled at the end of the year, analyzed by the SIT team, and used to inform program revisions. Student portfolios and performance assessments are shared with parents twice annually.

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

District Response: Evergreen has few ELL or ethnically diverse students in the general population, not enough to constitute testing subgroups. PAL students include economically disadvantaged students, highly gifted, and twice exceptional. More attention can be paid to counting these students and determining whether they are represented in similar percentages as they are in the general population of the school.

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

District Response: Personnel files are kept current and complete. Evergreen targets 100% highly qualified for all lead teachers and support teachers including those that serve AIG students.

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

District Response: Student reflections are collected and held in portfolios at the conclusion of units or activities and at end of year. The annual parent survey includes questions about PAL. Focus groups are conducted throughout the school year to elicite first hand feedback from students. The PAL Advisory Committee is made up with 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
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: Assessment data (EOG, MAP, and mClass), survey data (teacher, parent, and student), student portfolios, progress reports, teacher observation, and classroom performance are reviewed regularly by the PAL teacher and the PAL coordinator and are used to evaluate the effectiveness of the program.

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

District Response: Program data, including evaluation data, and overview is shared by the PAL coordinator with board annually. PAL data is included in the formulation of school goals, a process that includes faculty, administration, board, and community members. The goals are shared in the Director's letter that go out to school community. Board meetings are open to the public and minutes are available to the public. Student performance data is public via school report card.

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

District Response: The PAL parent/student handbook is provided at time of identification and provides an overview of the program policies including identification and placement, reassessment procedures, transfers from other LEAs, and conflict resolution procedures. PAL policy indicates that parents or students can address concerns to 1) classroom teacher, 2) PAL teacher, 3) PAL Coordinator, 4) ad hoc PAL advisory committee made up of PAL stakeholders 5) school administration, 6) Board of Directors. Program Coordinator duties include facilitating problem solving by mediating or collaborating with stakeholders and documenting solutions in student files or DEPs.

Ideas for Strengthen the Standard: Monitor students from underserved populations and determine whether they are represented in similar percentages as they are in the general population of the school.

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

Include PAL performance data on the PAL website.

Sources of Evidence: PAL data base

EOG and MAP data
PAL parent and student survey data
PAL website
PAL handbook
DEPs
licensure files

Glossary (optional):

Appendix (optional):
 PAL handbook - 2016-17.pdf *(Appendix - Standard 1:2:4)*
 Evergreen Board Minutes with Docs May 19 2016 - PAL plan approval.pdf *(Local Board Approval Document)*