Clover Garden
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 15-OCT-19
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LEA AIG Contact Name: Lisa Wilson
Submitted to NC Department of Public Instruction on: 26-OCT-19

Clover Garden has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). 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 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Clover Garden local AIG plan is as follows:

Clover Garden Vision for local AIG program: The Clover Garden School Vision for our AIG program coincides with the overall vision for the school. "The Vision for Clover Garden School is to create a community of empowered learners in an atmosphere of mutual respect, responsibility, and trust. Every student will be inspired and challenged to learn, to grow, and to accomplish academic, social, and career goals."

Clover Garden School recognizes that all students have unique gifts, talents, abilities, and interests that should be discovered, nurtured, encouraged, and celebrated. Our flexible AIG plan offers gifted students the opportunities to work with like-ability peers, to collaborate across grade levels, and to interact with other students with common interests and with those students who may differ in these areas.

Sources of funding for local AIG program (as of 2019)

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<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
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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
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: The Clover Garden School AIG Plan implements clear and concise referral and screening processes leading to formal AIG identification.

For students in grades K-2, the focus is on providing supportive and diverse learning experiences to determine if the student is an early emergent reader, a bright and curious student, or an academically/intellectually gifted student. Children in grades K-2 should be referred when they are performing at least two or more grade levels above the current grade or requested admission grade. Teachers in Grades K-2 are encouraged to maintain a portfolio of student work to begin the screening process and to assist in future identification.

Beginning at Grade 3, all students who are nominated for AIG services follow the formal identification and eligibility based on the listed criteria in Standard 1, Part B below.

The Clover Garden School AIG team reviews the most current student data annually within the first 9 weeks of the school year. The AIG team consists of the AIG Coordinator, AIG certified teachers, a school administrator, student support specialists, and the school's registrar.

Students who enroll in CGS after the 1st 9 weeks are evaluated based on the previous school's identification. Student data is gathered throughout the year and is reviewed during the screening process after the end of the first semester and/or at the beginning of the next school year.

The AIG plan information regarding these processes is communicated to all stakeholders by online resources, face-to-face conferences and meetings, brochures, and parent letter or email.

At Clover Garden School, a teacher, a parent/guardian, or a school administrator may refer a student for evaluation of AIG eligibility and the need for AIG services.

The AIG team follows the steps below when determining whether or not students qualify for formal AIG services.

For students REFERRED, the following steps are taken:
1. The student’s teacher reviews the individual student’s data.
2. Parental consent for formal evaluation by AIG team.
3. Teacher refers student to the AIG team for eligibility determination.

For students who are IDENTIFIED, these additional steps are taken:
4. Permission to implement AIG services is communicated to student’s parents by email or letter.
5. A differentiated education plan (DEP) is created for each student identified (Form)
6. Conference scheduled with parents to discuss student's placement and to sign permission to implement the differentiated education plan (DEP).

For students who do not meet the AIG eligibility:
4. Conference scheduled with parents to discuss the findings of the AIG team; parents & AIG team sign documentation.

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

District Response: The Clover Garden School AIG Plan incorporates a multiple pathways approach within the identification process.

The AIG Plan looks at a variety of measures and assessments that demonstrate aptitude and achievement. In order to be eligible for AIG services, the student must meet the following criteria for Part A and Part B in the subject areas of Reading and/or Math.

Criteria:
PART A—at least one of the following criteria must be met:
1. EOG/EOC- Student must score a Level 5/90% on ELA or MATH
2. Nationally Normed Test- 90%
3. Duke University TIP eligibility guidelines
4. Identification from other schools- CGS will accept other LEA's student identification process and designation.
5. IQ score of 115 or higher

PART B—at least four of the following criteria must be met:
1. I-Ready- Student must perform at least one grade level higher overall than student's current grade level for a minimum of two administrations or a combination of formal diagnostic and Benchmarks/Check-Ins.
2. Benchmarks/Check-in's- Student must score at least 90% accuracy/proficiency for a minimum of two administrations or a combination of formal diagnostic and Benchmarks/Check-Ins.
3. School Performance- Student must score an "A" in either ELA or Math on last annual report card.
4. EVAAS Data- Review of the student's testing performance trends
5. Teacher Recommendation- Teacher provides an overview of student academic success over 2 or more nine weeks (teacher observations, parental input)
6. Student Work Samples- (portfolio that must include at least 2 nine weeks of student work)

The Clover Garden School AIG Plan recognizes the following student designations:
a. Intellectually Gifted (IG)-based on student performance on Nationally Normed Tests or IQ score per above criteria. These students have demonstrated an aptitude for higher level learning; however, they may not be performing at high levels within the classroom. Typically perform well on activities that involve reasoning, creativity, questioning, and problem-solving.

b. Academically Gifted in Reading or Math (AR, AM)-based on student performance on EOG/EOC tests, i-Ready diagnostic results, Benchmark/Check-ins assessments, and EVAAS data per above criteria. These students have demonstrated individual performance on either Reading or Math academic measures of learning.

c. Academically Gifted in Reading & Math (AI)—based on student performance on EOG/EOC tests, i-Ready diagnostic results, Benchmark/Check-ins assessments, and EVAAS data per above criteria. These students have demonstrated individual performance on these academic measures of learning in both Reading/ELA and Mathematics.

Practice C
Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: At CGS, the staff and school administration understand the importance of nurturing, discovering, and inspiring the academic/intellectual giftedness within our student population. CGS recognizes and encourages all student populations to achieve and to excel based on individual student needs, interests, and abilities.

The AIG Team evaluates and analyzes sub group data from EVAAS, as well as individual student aptitude and performance data, in order to identify historically underrepresented and underserved populations, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Students who meet at least two of the following criteria could be administered an alternate test for the eligibility determination for AIG services.
- scores within three points of the criteria on an aptitude test listed above in Standard 1, Criteria Part B
- scores within three points of the criteria on an achievement test listed above in Standard 1, Criteria Part B
- current report card grades no lower than a "B" for at least 2 nine weeks

Clover Garden School's student population is determined by the North Carolina Lottery System. The AIG Team strives to ensure that our screening, referral and identification processes are equitable for all students, ensuring that all students are given the same opportunities.
Practice D
Implements screening, referral, and identification processes consistently within the LEA.

District Response: It is the goal of the AIG Plan to be clear and consistent in screening, referral and identification processes across the different grade levels. The AIG plan is made available to all stakeholders through online and print resources. The AIG Team implements this AIG plan beginning in the 2019-2020 school year, and regular staff development is on-going throughout the year.

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

District Response: AIG plan information is available at open houses, parent meetings, family nights, staff training and meetings, and upon request. Additionally, the AIG plan is available on the school’s website.

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

District Response: Each individual's Differentiated Educational Plan (DEP) is shared with all stakeholders. For each student that is nominated for AIG services, members of the AIG Team meet with the teachers and students and their parents/guardians to review the identification process and the corresponding evidences of eligibility. The AIG Coordinator oversees the documentation for each individual student. All confidential student AIG information, including documentation for screening, referral, and identification is securely housed in the Exceptional Children's department.

Ideas for Strengthen the Standard: Recognize that multiple intelligences in other content areas such as History and STEAM (Science, Technology, Engineering, Arts, Mathematics) should be considered for student identification purposes (possible AG-Academically Gifted designation)

-Share program progress and updates at staff meetings, leadership team meetings, Board Meetings, and parent meetings.

-Design and develop brochures outlining the school's AIG plan for distribution to all stakeholders.

-Increase collaboration with Student Services department to ensure all student needs, especially social/emotional needs, are being met.

-Add AIG Plan criteria in the school's student handbook
- Develop Parent and Student Rights Handbook, to include a written copy of the appeals process provided to parents of AIG students

- Create an AIG Documentation checklist and forms packet

**Sources of Evidence:** - AIG rosters, AIG Team minutes, student demographics data, professional development documentation, school website, stakeholder brochures, meeting agendas, and student DEPs, student portfolios.
Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student’s AIG identification.

District Response: The Clover Garden School AIG plan requires teachers to adapt the North Carolina Standard Course of Study to address a range of advanced ability levels in Language Arts, mathematics, and other content areas, as appropriate, through the use of differentiation instructional practices and strategies, including enrichment, extension, and acceleration. In addition to the regular classroom teachers, the AIG Team researches and develops unit and lesson plans that will provide teachers access to the tools and resources necessary to meet the individual needs of their AIG students. The NCSCOS is enhanced in a variety of ways by differentiating the curriculum in the areas of content, process, product, and learning environment. CGS teachers use the Revised Bloom’s Taxonomy and Webb’s Depth of Knowledge Model to assist them in developing differentiated lessons that engage, motivate, and inspire their students. The AIG program employs the use of higher order thinking skills focusing on creativity and innovation to increase the academic rigor of the regular education classroom.

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

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

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

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

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

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

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

Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: AIG services are delivered in the regular education classroom as an entry point for differentiation and challenging learning activities. CGS recognizes that a continuum of services is the foundation for meeting the needs of all of our students in an effective and meaningful manner, while being aligned to the North Carolina Standard Course of Study for each specific grade and content area.

The AIG program is an integral part of the overall curriculum and instruction offerings in grades K-12 at Clover Garden School.

At CGS, we offer advanced and accelerated opportunities for all of our AIG students. Flexible grouping, leveled text/content selections, and differentiated lessons and units are utilized in grades K-8 in the regular classrooms for most subject areas. In Grade 7 and 8, exceptional students may be accelerated to Math I. Middle school students may have the option to advance to high school courses based on the course offerings each school year.

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

At the high school level, all students have the option of taking Honors and AP level courses through a variety of learning experiences, including CGS staff, ACC instructors, and NCVPS or other online courses. All students receive recommendations and guidance on course selection to best fit their individual needs and college/career interests. In addition, students and parents are advised of the dual enrollment process, along with explanations of the in-house and off-campus expectations for each course.
CGS students have the opportunity to participate in academic enrichment and extension of the traditional classroom, particularly in STEAM class electives and specials. Enrichment and extension opportunities are incorporated into the general education Grades K-12 classrooms on a regular basis as a part of our best teaching practices approach. At the middle and high school levels, student choice and personal interest are major factors that impact each student’s course selection.

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

Clover Garden School understands the importance of availability to technology resources and tools as an fundamental part of our educational programs. All students in grades K-8 have access to online resources through shared laptop carts, at least one cart per grade level (K-2, 3-5, 6-8). In addition, students in grades K-5 and Exceptional Children's classrooms, have access to designated iPads. Students in grades 6-8 who are taking online classes or in advanced courses are provided a laptop for individual use. There is a one-to-one computer program for all students at the high school level. Each classroom and a few special learning areas, such as the media center, conference room, and the cafeteria, are equipped with a SMARTBoard or SMART TV for student and teacher use. All teachers and support staff receive a school laptop for use during the school year. The school maintains a wireless network for students and staff. The CGS staff encourages students to use their personal electronic devices in creative and collaborative ways within the classroom.

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

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

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

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

The AIG Team and regular education teachers confer with the Exceptional Children's department to discuss meeting the needs of twice exceptional students. Grouping arrangements will be based on determining the best learning environments for these students, including meeting the social and emotional needs of 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 shared and disseminated at grade level meetings, departmental meetings, staff meetings, and AIG team meetings. The AIG team researches best practices, regulations, and guidelines in gifted and talented education and provides on-going staff development regarding differentiating lessons, instructional strategies, and meeting the social/emotional needs of AIG students. Information related to the AIG Plan and staff development is available in both print and online. The AIG team continually reviews, modifies, and updates the AIG plan as state and federal guidelines mandate—at least annually.

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

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

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

**Practice G**
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

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

**Practice H**
Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

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

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

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

CGS offers a number of clubs and organizations based on student interests, including both academic and non-academic opportunities. All clubs and organizations are sponsored by a CGS staff member or adult volunteer.

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

**Sources of Evidence:**
- Student Interest Surveys
- Notes/minutes from staff development and training, group/grade level, PTT, and Board of Director's meetings
- Online and print resources folder on the school's server (library)
- Differentiated lesson and unit plans (available on school's server)
- Observation notes
- Student data reports
- Addition of student opportunities to the school's social media & in print as applicable
- The Hero Builder character education program
- Documentation from CGS clubs and organizations
Standard 3: 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: At CGS, the AIG services are delivered in the regular education classrooms with the NC Standard Course of Study as a starting point for differentiation. The AIG Coordinator, AIG Team, AIG licensed staff, and highly qualified personnel assist regular education teachers in creating engaging units and lessons that demonstrate differentiation strategies that best meet the needs of their advanced ability students. All strategies should exceed the general curriculum and spark the creativity and imagination of gifted learners. Teachers maintain a binder that contains detailed, differentiated lesson plans for each content/subject area, and this binder is checked regularly and during classroom observations.

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

Along with the oversight of the Reading Specialist, CGS's AIG Plan consists of an integrated literacy program in grades K-12, which merges teacher and student choice of various leveled reading/content materials for differentiation. Additionally, the AIG Plan includes a strong K-12 mathematics program, led by the Mathematics Specialist, and it incorporates higher order thinking skills and problem solving skills beyond the NCSCOS. The AIG Coordinator collaborates with regular education teachers and other support staff to develop cross curricular units and lessons involving multiple content and subject areas.

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

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:** Teachers effectively and consistently differentiate while teaching the NCSCOS in reading and mathematics, as well as other content areas whenever possible. CGS teachers utilize student historical data to drive their instruction, and their on-going review of this data ensures that differentiation is relevant and appropriate based on the specific learning needs, identified abilities, readiness, and interests of each student.

The AIG Team researches best practices for the AIG student population and shares this information with the stakeholders on a regular basis. The AIG Coordinator and AIG Team organize, arrange, and conduct staff development throughout each school year.

In order to achieve our AIG Plan goals, the following instructional practices and tools are used to best meet the individual needs of each student:
- SAS Curriculum Pathways
- i-Ready assessments and diagnostic recommendations
- Istation
- Study Island tiered assignments
- Socratic seminars
- layered curriculum and tiered assignments
- cross curricular units and lesson plans
- Revised Bloom's Taxonomy & Webb's Depth of Knowledge
- multiple intelligences identification surveys
- learning contracts
- problem based learning including investigations and real-world simulations
- Thinking like an "expert" & other real world scenarios
- text complexity based on a variety of measures
- development of rubrics for various complex performance tasks
- curriculum compacting
- graphic organizers
- use of technology in classrooms
- advanced research skills and citation protocol
- digital literacy competency
- direct instruction of content by teacher and/or student
- use of student collaborative learning groups
- student personal interest surveys
- STEAM learning experiences

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

**District Response:** Teachers employ multiple diagnostic tools and performance measures to enhance student learning. These local, state, and national assessments in both reading and mathematics are used to locate supplemental resources to deliver enriched and individual student learning experiences beyond the North Carolina Standard Course of Study. Additionally, some of
these assessments provide student performance and personal interest information related to other subject areas such as STEAM, history/social studies, and careers as well as learning preferences.

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

The CGS Plan uses evidence-based resources to drive classroom instruction and to determine the most beneficial tools to enhance student learning. Technological tools are available in the classrooms, including SMARTTVs or SMARTBoards, laptops, iPads, projectors, document cameras, and video and photography equipment. Students have access to these tools, and teachers are encouraged to incorporate their frequent and meaningful use into lesson plans in order to enhance the learning experiences of their students.

**Practice D**

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

**District Response:** CGS has embraced learning environments where instruction can be multi-faceted with learning opportunities outside of the traditional classroom environment. Students use a variety of online tools to create innovative projects and presentation methods, to reinforce content, to assess learning, and to monitor progress. Students learn communication and collaboration skills that promote critical-thinking, teamwork, creativity and problem solving. Students routinely practice the skills required for online learning and college success.

Furthermore, CGS partners with NCVPS, community colleges, and universities to offer additional courses, allowing students the opportunities to earn their Associate's degree in a variety of fields or take classes based on their personal interests.

Students at CGS are encouraged to participate in extra-curricular academic and service learning organizations that foster leadership based on real world situations and volunteerism.

**Practice E**

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

**District Response:** CGS uses a variety of assessment tools, both formative and summative, to monitor student progress and to develop flexible learning groups within the regular education classroom and in smaller focus groups. These assessments include local, state, and nationally normed instruments, and this data is maintained in each student's confidential file. The AIG Coordinator works closely with the Testing Coordinator and classroom teachers to interpret the data, and then to disseminate that information to evaluate and to select instructional and learning strategies
that will stretch the curriculum for AIG students. Flexible grouping practices are based on student achievement, student ability, student aptitude, student choice, and teacher random selection.

Teachers at CGS are trained to create valid and reliable assessments of the NCSCOS and to use this data to enhance core classroom instruction. This data is reviewed and evaluated as part of the school's overall academic instructional improvement plan.

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

**District Response:** The AIG plan recognizes the impact that social and emotional issues have on students of all ages, cultures, backgrounds, and abilities. The AIG Coordinator, the AIG Team and regular education teachers meet with the Student Services staff to discuss the social and emotional needs of AIG and high ability learners. Through on-going collaboration, educators can identify the best instructional practices to address the affective needs of these students. Teachers create units and lesson plans that incorporate social and effective aspects of their students, including but not limited to character education programs, class discussion guidelines, and student choice.

CGS has embraced an "I'm In" program to assist students in meeting their social and emotional needs. As part of this program, numerous CGS teachers and staff are designated as mentors to listen to and to support students, specifically in these areas. In addition, the Student Support Services staff works with individual students and families as needed or requested by CGS staff. Pertinent information is shared with the stakeholders to ensure that the individual student's needs are addressed and best instructional practices are identified.

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

**District Response:** CGS is implementing an AIG plan for grades K-12 beginning in 2019-2020, with further plans to strengthen the K-8 program in 2020-2021.

CGS collects student data in grades K-3 to assist in identifying potential AIG students. Elementary K-3 teachers are encouraged to maintain a portfolio for students who demonstrate gifts and talents in any area, specifically those students who are at least two grade levels above their same age peers. These portfolios are kept in the regular education classroom throughout the school year. At the end of each school year, the AIG Team reviews all student portfolios, and these files are housed in the EC department records for possible consideration of AIG eligibility beginning in Grade 3.

The AIG Coordinator and the AIG team work closely with regular education teachers to provide instructional and learning supports for students in grades K-3 for most content areas, but primarily in reading and math. Differentiated lessons and flexible grouping are used to promote student development by providing multiple whole group and small group learning environments. The regular
education teachers document the various differentiated lessons (in their lesson plans binder), which will be subject to review by school administrators, mentors, the AIG Coordinator and the AIG Team. Reading and math groupings are across grade levels and include homogeneous and heterogeneous opportunities.

**Practice H**  
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

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

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

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

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

**District Response:** At the beginning of each school year, student DEPs are developed reviewed to articulate the differentiated services for AIG identified students, and these plans are shared with parents, teachers, and students.

CGS's DEP includes goal-setting for academics, service, and extra-curricular choices based on teacher, student, and parent input. In addition, DEPs reflect research based best practices from which
teachers select the most appropriate options to serve the unique needs of each learner.

The Student Services staff assist with goal-setting and periodically check student status in achieving these goals. Students and parents are encouraged to monitor the progress toward achievement of the set goals. Revisions can be made at any time, and DEPs are established or reviewed at least annually.

**Ideas for Strengthen the Standard:** A school-wide endeavor will stress staff development that emphasizes the differentiation strategies of the core curriculum and cross curricular/subject integration.
- Develop a master list of extra-curricular opportunities for each age group/grade level
- The AIG Coordinator, AIG Team, and teachers of AIG students should attend regional/state AIG meetings and conferences
- Create a "Teacher's Resources" library to compile and to share differentiated lesson plans and units
- Use of PowerSchool to designate AIG identified students
- Coordinate AIG training for in-service professional development
- Provide information involving AIG licensure and graduate level certifications

**Sources of Evidence:**
- Teacher lesson plans to include differentiation extensions and activities
- Staff development/team meeting notes
- DEPs
- i-Ready diagnostics and goal setting profiles
- NCDPI Check-ins/state assessments
- Formative and summative assessments
- Student interest surveys & personal interest inventories and questionnaires
Standard 4: 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: The AIG coordinator is an AIG-licensed educator who is highly qualified to guide, plan, develop, implement, revise and monitor CGS’s local AIG program and plan. Also, Clover Garden School employs several National Board Certified teachers and AIG licensure teachers at different grade levels to assist other educators in serving the AIG students and high ability learners.

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

District Response: CGS uses AIG licensed specialists, content specialists, and highly qualified teachers to work with the AIG Coordinator and AIG Team in order to support teachers in addressing the academic, intellectual, social and emotional needs of gifted learners. These educators also work closely with the Student Services department to support AIG students and to assist them in identifying and reaching their personal college and career goals and social and emotional needs.

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

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

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

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

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

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

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

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

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

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

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

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

**District Response:** The AIG Coordinator, specialists, and administration meet with core instructors on a regular basis to plan and to review staff development that meets the needs of our AIG students. Through these collaborative efforts, the CGS staff contributes to the overall curriculum programming. Training workshops, staff surveys, and needs based questionnaires are used to tailor the professional development sessions.
Ideas for Strengthen the Standard: -Cluster instructors of AIG students will be encouraged to attend AIG conferences, workshops, seminars, and webinars
-Cluster instructors of AIG students will be encouraged to visit other schools’ AIG programs
-the AIG Coordinator and AIG team will work with the staff to develop differentiated lesson plans and unit plans
-CGS will identify teachers who wish to enhance their knowledge through AIG certification and licensure
-The AIG Team will work with school administrators and content specialists to develop a local AIG endorsement for CGS staff

Sources of Evidence: -Professional development logs
-training documents & resources
-meeting minutes
-lesson/unit plans
-local AIG endorsement plans by grade level
-results from staff surveys, needs assessments, and interest inventories
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 that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

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

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

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

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

Practice B
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: Information regarding the AIG plan is communicated at parent meetings, Open Houses, Curriculum Nights, the school’s website, newsletters, and other online and print sources.

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

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

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

**Practice C**
Establishes and utilizes an advisory group to develop, implement, 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:** CGS has an AIG Team that consists of a school administrator, the AIG Coordinator, an Exceptional Children's specialist, Math Specialist, and a highly qualified educator. The AIG Team is representative of our K-12 school community and the CGS stakeholders. All CGS staff receive an annual survey in order to address AIG programming and issues.

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

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

**District Response:** The AIG Plan is available on the school's website and the newsletter.

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

**Practice E**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** CGS partners with the North Carolina Virtual School Program, community colleges, such as Alamance Community College (ACC), and universities to support the learning goals of AIG students.

The AIG Team continues to work with our school community and business partners to enhance the
learning experiences of our gifted students. The AIG Team encourages students to participate in leadership, volunteer opportunities, and service programs within our school and in the community at large.

**Ideas for Strengthen the Standard:**
- seek business partnerships for student internships and job shadowing
- attend career and business informational fairs
- attend leadership conferences
- partner with military recruiters and armed services opportunities
- create special service/volunteer/leadership designation for graduation
- provide college & career research opportunities within the classroom and after school hours
- develop and send invitations for ad hoc parent committee
- create all AIG information and brochures in Spanish

**Sources of Evidence:**
- service learning documentation & student volunteer logs
- AYLA, Junior Civitans, scouting, Beta Club, Spanish Honor Society, Student Council, Journalism, and other service organizations and clubs
- student products, projects, presentations, and performances
- parent and staff annual survey & analysis of results
- AIG Plan on website & other gifted education information
- AIG documents & informational brochures
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 local board of education and sent to SBE/DPI for review and comment.

District Response: The AIG Team develops and oversees the CGS AIG Plan beginning with the 2019-2020 school year.

The plan is updated annually and revised and submitted every three years according to state guidelines.

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

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

Practice C
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

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

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

District Response: Student performance data is available continually throughout the year.

The data is used to ensure that all of our students receive quality instruction and personalized
learning.

Our data includes but may not be limited to the following areas:
- state assessments, i-Ready, Istation, nationally normed tests such as ACT/SAT, curriculum based content assignments, and teacher made assessments

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

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

CGS closely monitors our school’s demographics to ensure equal educational opportunities for all groups.

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

**Practice F**

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

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

**Practice G**

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

**District Response:** The CGS parent survey and the CGS staff survey are updated to include
information regarding our AIG services. At CGS the AIG students complete interest surveys and questionnaires related to the AIG plan and the programming. This input is compiled and reviewed with school administration, the CGS Leadership team, the AIG Coordinator, and the AIG Team.

AIG students complete interest surveys and set personal goals as part of their educational plans. Student feedback is requested, and this information is used when evaluating the effectiveness of the AIG Plan.

**Practice H**
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** The AIG Plan uses a variety of data to evaluate the program.

The AIG Coordinator and the AIG Team solicit feedback on the AIG program from all stakeholders through the use of annual staff, parent, and student surveys. Student performance data is analyzed to determine the value of specific learning environments and learning experiences.

The data collected is analyzed to determine the effectiveness of the program and for future revisions.

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

**District Response:** CGS has an AIG Team that is representative of all instructional stakeholders and meets regularly to ensure compliance with state and school policies.

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

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

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

**Practice J**
Safeguards the rights of all AIG students and their parents 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 AIG Plan, supporting documents, and detailed procedures are published on the school website and available upon request.

All confidential student records, including portfolios, DEPs and meeting minutes, are housed within the secure files in the Exceptional Children's department.

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

Our procedure to address this situation is as follows:

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

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

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

**STEP 4**-The AIG Coordinator will meet with the parents/guardians to discuss the final decision.

**Ideas for Strengthen the Standard:**
- build on current personnel to obtain AIG certification/licensure
- work on ways to fund different events for AIG students, specifically grants and community partnerships
- update the annual CGS Parent Survey to include the AIG plan
- add an AIG category to our reported data
- update and revise the plan based on the comments/suggestions from NCDPI
- formulate questions to be included on the Parent & CGS Staff annual surveys
- develop a student survey on the effectiveness of the AIG plan
- compile student performance data from multiple sources as outlined above
- work on data presentation for public use

**Sources of Evidence:**
- state approval of AIG plan
- AIG team meeting minutes
- procedures for resolving disagreements
- walk-through observations
- Spring headcount
- Teacher & parent meetings
- student performance data
- AIG student data and demographics by subgroups
Glossary (optional):

Appendix (optional): ()