

Overview: Mission/Vision Statement and Funding

**Evergreen Community Charter (11A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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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, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Evergreen Community Charter local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Evergreen's AIG Program is consistent with and an extension of the school-wide EL Education 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 - AIG Coordinator, AIG teachers, classroom teachers, resource teachers, associate teachers, parents, and administrators will work together to develop and implement best practices and engage in sustained professional development in order to support and enhance the program and services for advanced learners.

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 90,000.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Evergreen Community Charter (11A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Evergreen screens all students Kindergarten through 8th grade with the Kingore Observation Inventory (KOI) early in the school year (September- October). The KOI is a research-based tool for classroom teachers to observe their class for an extended period (4-6 weeks) looking for gifted behaviors in advanced language, analytical thinking, meaning motivation, perspective, sense of humor, sensitivity, and accelerated learning. The results are locally normed for the school's population. Students whose KOI score is at the 85th percentile or above are referred to the AIG Coordinator. Additionally, all 2nd grade students are administered the SAGES-3 Non-verbal subtest in March. Students whose SAGES-3 score is at the 85th percentile or above are referred to the AIG Coordinator. The AIG Coordinator collects the data and opens a file for each student referred. The file will contain observation data and assessment data and be monitored by the AIG Coordinator for meeting identification criteria. The classroom teachers and AIG teachers are provided a list of these students so they are aware of their potential.

**\* 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.

Evergreen Community Charter School has three criteria for identification: aptitude, achievement, and observable behaviors. Students must meet the criteria in one of the Pathways listed below to qualify for formal identification as

Academically Gifted Reading (AR), Academically Gifted Mathematics (AM), Academically Gifted Reading and Math (AG), Intellectually Gifted (IG), or Academically and Intellectually Gifted (AI). Students who have partially met the criteria for identification are entered into the Evergreen Talent Pool.

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

AR Pathway 2: 99th percentile in reading achievement

AR Pathway 3: in the top 10% of the grade level in reading achievement

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

AM Pathway 2: 99th percentile in mathematics achievement

AM Pathway 3: in the top 10% of the grade level in mathematics achievement

AG Pathway: one AR Pathway and one AM Pathway

IG Pathway: 97th percentile or above in aptitude

AI Pathway: one AG pathway and the IG pathway

#### Aptitude Criteria:

\*An aptitude assessment (SAGES-3) will be administered to all students in 2nd grade as well as students new to Evergreen who have not already been identified at their previous school.

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

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

#### Achievement Criteria

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

\*The SAGES-3 Mathematics sub-test is administered to K-3 students demonstrating above average ability in mathematics.

\*Student achievement measures including BOG (3rd reading) and EOG (3-8 mathematics and reading) assessments are compiled, analyzed, and documented annually.

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

#### Observable Behaviors Criteria

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

\*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)). Lead teachers rate students in Learning Characteristics and Motivational Characteristics.

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

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#### **\* 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.

Evergreen is committed to serving the needs of all students. We recognize that some populations of students are under-represented in gifted education. As the school moves to have a more diverse student body, the AIG program is also moving towards screening, referral, and identification that seeks to identify students in proportion to the whole school. To that end, Evergreen monitors the Representation Index of AIG students to all students for ethnicity, economically disadvantaged, EL learners, highly gifted, and twice-exceptional. Additionally, Evergreen has chosen screening and identification instruments (with the intention of using local norms whenever possible) and procedures to reflect the community and respond to underrepresented populations:

#### Traditional measures

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

#### Non-traditional measures designed to spot talent in under-represented populations

- \*Kingore Observation Inventory - locally normed inventory with observations by classroom teachers of all students in K-8 completed at the beginning of year
- \*Renzulli-Hartman Rating Scales - locally normed scales completed by lead teachers at the end of year for students who have met the aptitude or achievement criteria
- \*SAGES-3 - the Non-Verbal subtest is given to all 2nd grade students; the Mathematics subtest is given to K-3 students

**\* Practice D**

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

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

**\* Practice E**

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

Evergreen's program compiles and maintains a database for students who are formally identified or are in the Talent Pool. This information is shared by the AIG teacher with classroom teachers at the beginning of the year and as changes occur with the AIG Services Roster.

Evergreen disseminates the identification process and service options by the following means:

School personnel

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

Parents/families

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

\* full AIG plan published on Evergreen's AIG webpage

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

\* screening, referral, and identification processes outlined in AIG parent handbook available in the front office

\* twice annual stakeholder meetings include review of procedures and options

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

Spring – invitation sent to families of newly identified students

### Community-at-Large

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

\* full AIG plan published on Evergreen's AIG webpage

\* screening, referral, and identification processes outlined in AIG parent handbook available in the front office

### **\* Practice F**

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

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

### Parents/guardians

\* Receive a notification letter explaining the identification process when a student has met the criteria for Talent Pool

\* Receive a notification letter when a student has met the criteria for formal identification which explains which criteria were met



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

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

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

Students, depending on their readiness, are part of the DEP process

AIG Coordinator

\*Initiate and maintain an AIG file for each student who has met identification criteria

\*Initiate and maintain a database for students in the Talent Pool

\*Review and update Power School records when students enter or leave Evergreen

\*Update cumulative files with the most recent DEP when students leave Evergreen

AIG Teachers

\*Schedule and facilitate in-person initial review of DEP with parents/guardians

\*Schedule and facilitate annual reviews of ongoing DEPs with parents/guardians

**\* Ideas for Strengthening the Standard**

Evergreen continues to explore tools and processes to better identify under-served populations. As the school works towards being a more diverse community, the AIG identification process will need to respond to the gifts and abilities of a changing population with additional Pathways to identification.

**Planned Sources of Evidence**

\* AIG Identification and Services summary

\* AIG Orientation agenda

\* Notification letter - formal identification

\* AIG webpage

**Documents**

**Type**

**Document Template**

**Document/Link**

AIG Standard 1 Additional Resources

N/A

 [Evergreen AIG Identification Criteria Summary 2022-2025](#)

Standard 2: Comprehensive Programming within a Total School Community

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**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Evergreen believes the program should fit the student and not that the student should fit the program. To reflect this belief, Evergreen's AIG program seeks to meet the needs of students in Kindergarten through 8th grade with a Levels of Service approach based on the work of Treffinger, Young, Nassab, Selby, and Wittig (The Talent Development Planning Handbook: Designing Inclusive Gifted Programs, 2008) for both students formally identified and those in the Talent Pool:

Level 1: all students (core) - EL Education, differentiated curricula, Lexile grouping, enrichment

Level 2: many students (93rd - ~95th percentile) - Level 1 + cluster grouping, extensions

Level 3: some students (~95th - ~97th percentile) - Level 2 + subject acceleration, pull-out and push in groups

Level 4: few students (~97th - ~99th percentile) - Level 3 + independent study, grade acceleration

Services in Levels 1 & 2 are delivered by classroom teachers with indirect support from the AIG teacher and AIG coordinator. Services in Levels 3 & 4 are delivered by classroom teachers and directly by the AIG teacher or Counselor.

The levels of services are further matched to student identification. Specific services for each student will be determined as part of developing the student's Differentiated Education Plan.

Area of Identification	Range of Services
Mathematics (AM)	K-8: Extension/Enrichment; Compacted Curriculum; Subject Acceleration including attending class in another grade level 2-8: All of the above and Small Group Instruction 6-8: All of the above and participating in courses through NC Virtual Public School
Reading (AR)	K-8: Extension/Enrichment; Leveled Book Groups; Tiered Assignments; Subject Acceleration including attending class in another grade level 2-8: All of the above and Small Group Instruction
Mathematics and Reading (AG)	K-8: See Range of Services for AM and AR
Intellectually Gifted (IG)	K-8: See Range of Services for AM and AR; Social Emotional Learning Instruction; Executive Functioning Instruction

AG and IG (AI)

K-8: See Range of Services for AG and IG

Students identified for both AIG services and EC services (2E) will receive a level of service matched to their area of identification. The AIG teacher and EC teacher will collaborate to develop a DEP that leverages student strengths and interests.

The Talent Pool is populated by students who have partially met the qualifying criteria for identification. Students in the Talent Pool are eligible for the same AIG services as those formally identified. Families will be notified when their student has entered the Talent Pool and will be provided information about AIG at Evergreen. Talent Pool placement will also be considered in class placement decisions for cluster grouping.



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**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

Evergreen's mission statement includes the words, "Evergreen Community Charter School is a learning community committed to the pursuit of excellence in holistic education of mind, body, and spirit." The faculty and staff attempt to meet the mission each day.

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

\*Maintain common planning periods for enrichment, grade level teams, and AIG

\*Increase common planning periods for Differentiated Services (AIG, EC, Academic Support, and Counseling) and grade level teams, with inclusion of AIG students

\*Maintain communication protocols for Expedition plans - through continually updated expedition binders, and curriculum maps - to be conveyed to Differentiated Services and other support staff

\*Include the needs of AIG students in faculty meetings, PLCs, and professional development

\*AIG students are part of the Care Team/MTSS discussions that include administration, classroom teachers, EC teachers, and counselors

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

**\* Practice C**

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

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

The Evergreen community is committed to providing the resources necessary to promote a challenging program for these students. The school's board and administration have committed to providing funding and personnel to the program. The administration plans in-house professional development with AIG students in mind. Administration and teachers work together to identify students needing additional challenge in their area(s) of strength in collaboration with the Exceptional Children program. The teachers seek additional professional development outside of the school to expand their understanding of AIG students and how to meet their needs in the classroom. The AIG teacher and classroom teachers collaborate to bring appropriate services to students.

**\* Practice D**

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

Evergreen ensures appropriate grouping practices are in place in several ways: Class rosters are developed at each grade level with input from the AIG teacher to implement cluster grouping for reading and math at each grade level. They are then reviewed by the AIG Coordinator before being finalized.

Evergreen has adopted the EL Education Skills Block for K-2 reading instruction that has flexible grouping based on student skills readiness at its core which allows for acceleration of skills instruction within and across grade levels. Flexible grouping in reading instruction continues in 3-8 with Book Club reading groups based on student interest and reading level. Decisions for grouping are based on in-class and school-wide assessments.

Grouping practices in mathematics include pull-out groups for students in need of enrichment or accelerated learning. The enrichment groups are determined on lesson- or unit-level readiness as demonstrated by in-class assessments. The accelerated groups are determined annually based on district- and state-wide assessments. The goal for the students in the accelerated groups is to be in Math 1 by 8th grade at the latest. Students needing earlier acceleration in mathematics may receive instruction in a higher grade level classroom, directly from the AIG teacher in a small pullout group, or, in grades 6-8, be enrolled in Math 1, 2, or 3 through NC Virtual Public School (NCVPS).

**\* Practice E**

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

Information is disseminated to staff in the following ways:

- \* Program, plan, and regulations presented to faculty at beginning of each school year

- \* AIG Services Roster which includes AIG students and their services is shared by AIG teacher to teaching staff at beginning of year planning meetings

- \* Identification information distributed at faculty meetings and professional development sessions by AIG coordinator

\* Regular meetings with grade level teams by AIG teacher and AIG coordinator

\* Regular updates with administrative team

\* Communication with faculty and staff through email, webpage, and intranet by AIG teacher and AIG coordinator

\* Notes communicated at class placement meetings for the following year by AIG teacher and AIG coordinator

\* Minutes from annual program update presented by AIG coordinator to school board is available to faculty and staff

**\* Practice F**

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

Communication among and between teachers occurs through these means

\*AIG teacher relays relevant information to classroom teachers and support staff & designs a DEP for a student. This is facilitated with an AIG Services Roster that lists the students served in a grade level, their strength area(s), and what services were received the previous year.

\*AIG students and services are discussed during annual transition meetings between grade levels

\*Identified students listed as AIG in PowerSchool

Communication between schools about transitions occurs through these means:

For students new to Evergreen Community Charter School

\*AIG records are part of the official records request from previous school made for every new student

\*The new student questionnaire includes a question about previous AIG identification and services



\*PowerSchool reports are run by AIG coordinator to "catch" previously identified AIG students

\*Middle school conducts an orientation each year, attended by families of rising 6th graders, including AIG students and parents; AIG coordinator is available for questions

\*Records of new students, previously identified as AIG, are reviewed by AIG coordinator

For students leaving Evergreen

\*AIG DEP is included in the student file when students transition to another school or graduate to high school. DEP includes qualifying assessments, cumulative assessment data, services summary, and recommendations for future services.

\*Approved AIG plan will allow students transitioning to high school to carry forward AIG identification

\*8th grade transition team facilitates information sessions for parents and students regarding area high school offerings, including AP and honors courses

**\* Practice G**

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

Acceleration options for AIG students are communicated to the community in the AIG 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 AIG teacher and the lead classroom teacher(s).

\*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 actions:

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

Credit by Demonstrated Mastery (CDM).

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

Early Admission to Kindergarten

Evergreen Community Charter School strongly discourages the enrollment of students prior to age five. It is our experience and belief that children benefit from the stimulation and preparation of a preschool or less structured educational environment in their preparation for school readiness and academic/social success. If a parent chooses to apply for early admission to kindergarten, all criteria in the following policy must be met. This policy is aligned with the

NC State Board of Education Policy 16 NCAC 6E.0105, delineates the standards for early admission to kindergarten, and is stated below.

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

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

The parent shall present the information required by items 1 and 2 of this policy to the executive director or associate director no later than June 30 and the information required by items 3, 4 and 5 of this policy no later than May 30. All testing shall be administered after the April 16th that follows the child's fourth birthday. The executive director or associate director shall decide whether to accept the parent's request for enrollment within three weeks after receiving this information. Should the student be accepted through the lottery, the executive director or associate director may conditionally enroll the child for up to thirty days in order to determine whether the child is able to adjust to the school setting. If the executive director or associate director determines that the child is not adjusting to the school setting during the first two weeks, the executive director or associate director shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful within the next 5 school days, the executive director may deny the request for enrollment. However, the executive director shall provide the parent at least 5 days notice before exiting the child from school so the parent may arrange child care, if needed.

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

**\* Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Evergreen provides creative and critical thinking opportunities for all students Kindergarten through 8th grade through Expeditions. Expeditions, an EL Education framework, are long-term (lasting a trimester or longer), in-depth studies that offer real-world connections that involve students in original research, critical thinking, and problem solving. (EL Education (2018). Core Practices, A vision for Improving Schools. (p 16). EL Education.) Expeditions integrate all curricular areas including the arts in the pursuit of answers to Guiding Questions.

Evergreen uses the following identification strategies and tools to broaden access:

- \* The number of pathways to identification have been increased and include class percentage ranking

\*Students have multiple pathways to identification. Assessments and data gathering is ongoing throughout a student's attendance at Evergreen.

\* Assessments are locally normed whenever possible.

\* 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 Renzulli Identification 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-exceptional students are considered in IEP and DEP meetings and involve members of the EC team and the AIG teacher or AIG coordinator.

Students not yet meeting the criteria for formal identification are eligible for AIG services through the Talent Pool. Those services include but are not limited to small pull-out groups, interest-based projects, and subject acceleration.

#### \* Practice I

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

Extra-curricular programs may include: Odyssey of the Mind, Science Olympiad, Math Counts, chess club, regional and state science fair, spelling contests, yearbook, etc. These programming options vary from year-to-year based on student interest and adult capacity for facilitation.

### \* Ideas for Strengthening the Standard

\* Along with the full-time AIG teacher serving 4-8, Evergreen currently has a half-time AIG teacher to serve the needs of K-3 students. Moving the K-3 teacher to full-time would serve the program well. The identification of and services for primary grade students presents a unique challenge that requires unique experience and knowledge. Additionally, moving the position to full-time would allow for better recruitment and retention. It would also provide another means to support classroom teachers with the planning and implementation of differentiated lessons and Expeditions.

\* Services that directly address the social and emotional needs of highly gifted students would improve the program.

### Planned Sources of Evidence

\* Expedition plans

\* Curriculum maps

\* AIG services roster

### Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <a href="#">Evergreen AIG Services Summary 2022-2025</a>

Standard 3: Differentiated Curriculum and Instruction

**Evergreen Community Charter (11A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

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 met the criteria to be considered an EL Education Credentialed school because it's demonstrated and reviewed 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 comprehensive investigations to explore the environmental, social, political and economic aspects of our local and global communities. The ultimate goal is to teach students to think critically and creatively, to feel passionately about issues of concern to them, to work collaboratively with peers and adults, and to communicate their ideas effectively in writing and action. Expedition plans for each grade level are generated and updated each year, including learning targets and assessments that are aligned with the Standard Course of Study and exemplars of student work demonstrating proficiency on these targets. The AIG coordinator and AIG teacher shapes this school-wide curriculum (integrating the NC SCOS with EL Education) to meet the needs specifically of AIG learners in two important ways:

Enrichment and Extension

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

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

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

#### Acceleration

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

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

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

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

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

#### **\* Practice B**

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.



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 and EOG data

- \*unit pre- and post-tests

- \*goal setting and progress monitoring

- \*interest surveys

- \*Multiple Intelligence questionnaires

- \*Habits of Scholars (character education) surveys

Among the instructional practices currently employed by teachers:

- \*Reading Workshop

- \*Literature Circles/Book Clubs with Socratic seminar

- \*Direct vocabulary instruction including Greek and Latin roots

- \*Reading comprehension instruction at k-2 to compliment EL Education Skills Block

- \*Strategies that Work for reading comprehension development

- \*Writing Workshop with 6-Traits of Writing

- \*authentic writing assignments

- \*Math Investigations

- \*Math Workshop 2.0

- \*Hands-on Equations

\*Inquiry based social studies and science

**\* Practice C**

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

Evergreen will continue to:

- \*supplement our current math curriculum with materials that are aligned across grade levels and consistent with Evergreen's experiential, inquiry-based approach. Ex.: Khan Academy and Project M3
- \*supplement ELA instruction and maintain extensive, quality classroom libraries of fiction and nonfiction that support a reading workshop for advanced learners (as well as other students). Ex.: William & Mary Literary Units, Caesar's English & The Word Within the Word, and Schoolwide Enrichment Model - Reading (SEM-R)
- \*provide research, supplemental resources, and fieldwork experiences that support learning about established Expedition topics.
- \*supplement science and social studies curriculum with additional texts and materials at advanced reading levels that match measured reading levels of advanced learners.
- \*expanded library resources--both print and electronic--that support independent research on varied topics.
- \*make high school mathematics courses for middle school students available through NCVPS including Math 1, Math 2, and Math 3.

**\* Practice D**

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

Evergreen's curricular model, EL Education, addresses future-ready skills in the EL Education Core Practices. The Core Practices address five domains: Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership.

Within the five domains are practices that:

- \*Support students to be leaders of their own learning and think critically and creatively about their own growth.
- \*Develop parallel learning targets that challenge students to think critically about equity, global awareness, and environmental education topics within Expeditions.
- \*Provide students with opportunities to make their learning public including presentations to the wider community through school-wide events such as Exhibition Night and Heroes of Asheville.
- \*Design lessons that explicitly teach and assess collaboration in the context of an Expedition.
- \*Provide students with opportunities to lead and conduct authentic service projects for students in other grades and in the community.
- \*Enable students to demonstrate responsibility for their learning through reflection, communicating their understanding to parents and other members of the community, and demonstrating their abilities in high quality products.

**\* Practice E**

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

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 a new concept or skill, teachers may assess students' abilities and knowledge in order to plan their instruction, group students appropriately, revise instructional objectives, and target re-teaching, curriculum compacting, or acceleration. Following the instruction, teachers again assess whether students have met the learning target for the lesson or assignment.

Assessments for Learning (formative assessments) may take the form of quizzes, observations, conferences, homework checks, reflections, exit passes, or other informal checks of student understanding. Student engaged assessment allows students to be a part of formative and summative assessment analysis.

Evergreen's teachers will share the assessment process with students so they know the expectations, learn the skills

and knowledge, and self-assess to determine where they are in terms of the expectations. There are also opportunities to provide regular feedback to students about their progress and to model a standard for quality work, so that students can revise their first efforts in order to meet the standard.

All major learning products go through a process of draft, critique, revision, and publication. At each stage of the process, students receive feedback from teachers and peers that guide their revisions. For teachers, these check-ins are also part of the ongoing assessment protocol.

In addition, students in K-8 take screening assessments 1 to 3 times per year in reading and math to determine their growth in relation to benchmarks based on the NC SCoS. Results are used to inform the makeup and instruction of flexible groups. 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**

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

The social and emotional needs of AIG students are addressed through the following practices:

- \*Many topics addressing the social and emotional needs of AIG students are accessed through the use of bibliotherapy in literature circles discussing titles intentionally chosen to meet these needs.
- \*Lunch time issue groups meet to discuss topics often specific to AIG students such as understanding giftedness, perfectionism, underperformance, or peer relationships.
- \*The school counselors participate in the annual professional development for staff that reviews the characteristics, profiles, and needs of AIG students so they can use the information when working with AIG students.

**\* Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

The cultivation and development of young students is accomplished in the following ways:

- \*K-3 students participate in Expeditions that develop critical and creative thinking and are differentiated in process and product
- \*Recognition of their potential by participation in Talent Pool services
- \*Based on classroom and school-wide assessments, K-3 students participate in leveled reading groups and receive instruction appropriate to their needs.
- \*In some instances, K-3 students participate in reading groups with classes one or two grade levels above their assigned grade.
- \*Grade level teams also provide an advanced math group for instruction on a particular strand as needed for a specific cluster of gifted learners.
- \*By parent or teacher request, the AIG teacher facilitates independent projects in science or social students.
- \*The AIG teacher works directly with K-3 students in small group instruction
- \*The AIG teacher participates in the planning of anchor activities for K-3 students who need different challenges.

**\* Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Collaboration among instructional staff working with AIG students results in differentiated curriculum and instruction for students that builds upon topics and content in regular education classrooms, is appropriately challenging, incorporates social/emotional learning (SEL), and is happening all day every day.

Collaboration at Evergreen is facilitated in a variety of ways:

- \* Early release every Monday to provide time for collaboration

\* Evergreen has a Differentiated Services department that consists of AIG, EC, and Academic Support programs. The department facilitates 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.

\* Continued professional development that models collaboration.

**\* Practice 1**

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

DEPs are shared with students and parents annually as part of student led conferences and/or parent conferences with the AIG teacher. Families are an active team member at these conferences and provide feedback on the current DEP and input that may lead to changes on the updated plan. DEPs are included in cumulative files and are sent on to the receiving school when a student leaves Evergreen.

DEPs document:

\*The area(s) of identification

\*AIG services that will be implemented for the student in the current school year

\*Ongoing student performance on End of Grade (EOG) and End of Course (EOC) assessments

**\* Ideas for Strengthening the Standard**

\*K-2 services can be strengthened with additional professional development that addresses the particular needs at this developmental level.

\*Seek means to provide dedicated services for students identified as IG which may include implementing aspects of the School-wide Enrichment Model (SEM) or the Autonomous Learner Model (ALM).

\*Offer continuing parent education such as a SENG group. 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.

**Planned Sources of Evidence**

\* Expedition plans with tiered assignments that include learning targets, assessments, and exemplars.

\* Student performance data on reading and math benchmarks

\* Student performance data on NC EOG tests

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

Standard 4: Personnel and Professional Development

**Evergreen Community Charter (11A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

**\* Practice A**

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

Evergreen's AIG program is coordinated by an AIG-licensed educator with experience working in a variety of educational settings with gifted students in both elementary and middle grades. The AIG Coordinator's duties include guiding, planning, revising, and monitoring programs for advanced learners at Evergreen. These duties will include supervising the AIG 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 AIG teacher entail co planning with lead teachers and observing lessons to provide feedback to lead teachers.

**\* Practice B**

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

The AIG teacher's (specialist's) time is divided between coaching teachers--helping to differentiate lessons and assignments, modeling lessons for gifted students--teaching students in small pull-out groups or push-in situations, and serving as the lead teacher for some small groups. All of these tasks directly or indirectly address the needs of advanced learners. The AIG teachers will have an add-on AIG license obtained through state licensure (completing an AIG program at a college or university or successfully completing the Praxis exam) or will obtain AIG certification through a local certificate (successfully completing PD requirements set by the school). Additionally, Evergreen's staff



is trained in differentiation strategies through their work with EL Education consultants, PD provided by EL Education, and PD provided by the school.

**\* Practice C**

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

Evergreen teachers are expected to differentiate their instruction and curriculum to meet the needs of all students including AIG. Professional development for all faculty to address the needs of advanced learners includes:

\*An introduction to AIG and AIG learners for all new teachers and associates is a part of new faculty orientation.

\*Training is provided for all teachers 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 AIG.

\*Professional development around developing or delivering curriculum includes specific discussion and work time for differentiating to meet the needs of all students.

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

**\* Practice D**

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

Evergreen has just two classrooms at each grade level. Advanced learners are clustered in each classroom, with 4-6 advanced learners in each class of 22-26 students. Most instruction occurs through differentiation in the regular classroom or through small group, topic specific pull outs. All lead teachers receive professional development that

includes meeting the needs of AIG students each year. Teachers may receive additional CEUs by completing the AIG Booster Shots and the associated reflection for each section.

**\* Practice E**

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

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.

**\* Practice F**

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

An overview of the types of giftedness as outlined in the Autonomous Learner Model (Betts & Kercher, 2013.) - Successful, Challenging, Underground, Dropout, Double Labeled (2E), Autonomous Learner - is part of the annual AIG orientation for staff. Also included in the orientation is a review of identification criteria and tools, specifically the Kingore Observation Inventory (KOI). The expectations of the observation period include a discussion on the various characteristics of giftedness of the observation tool that connect to the Autonomous Learner Model. Current research on equity and excellence will be integrated into the orientation.

**\* Practice G**

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

The professional development plan is a part of the school's Work Plan (School Improvement Plan - SIP) and is written by the Instructional Leadership Team (ILT) in conversation with teaching staff, EL Education School Designer, administration, parents, and community members. Specific offerings such as differentiation strategies for AIG

students, characteristics and types of gifted learners, and the social/emotional needs of gifted learners are driven by student performance data, a faculty needs assessment, and other data that measure stakeholder satisfaction and suggestions. Furthermore, the needs of and strategies for AIG students are integrated into professional development opportunities around general topics such as math and ELA instruction that support achieving school-wide goals.

**\* Ideas for Strengthening the Standard**

\*Offer incentives for teachers to pursue AIG-licensure including tuition reimbursement and grant opportunities.

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

**Planned Sources of Evidence**

* Evergreen's Work Plan
* School-wide PD plan
* Individual PD logs

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

Standard 5: Partnerships

**Evergreen Community Charter (11A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

To develop new partnerships and maintain existing, AIG personnel will:

- \*leverage Evergreen’s Beyond 20 Service Learning initiative to meet the needs of Evergreen’s AIG students in grades 7 & 8
- \*continue to invite parents to share their expertise in careers or pastimes related to grade level Expeditions
- \*continue regular updates to AIG webpage, including information on partnership opportunities - extracurricular clubs such as Odyssey of the Mind where parents serve as coaches
- \*hold regular AIG stakeholder meetings (at least one each trimester) to inform parents of the needs of the program and seek their input to improve identification, programming, and services for students and monitor the AIG plan
- \*hold beginning-of-the-year (open to all parents) to inform about identification, services, and opportunities to become involved in the AIG program

- \*utilize school's volunteer coordinator to tap into parent interests for student projects or mentorships
- \*leverage established mental health counselor partnerships to provide services for AIG students

**\* Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

Partnerships include:

- \* parent & community involvement
- \* coaching of Odyssey of the Mind clubs
- \* strong partnerships exist with UNCA, Brevard College, and Warren Wilson College
- \* partnerships with local organizations, businesses, and industry are strong especially in terms of service learning integrated into grade level Expeditions (Manna Foodbank, Big Bald Bird Banding Station, Asheville Design Center, Hood Huggers, etc.)

**\* Practice C**

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

The program's offerings, policies, and plan are created through collaboration between the AIG coordinator, AIG teacher, faculty representing the grade level divisions (K-2, 3-5, and 6-8), AIG Stakeholders (which includes parents) and the demographics of the school. The AIG 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. The makeup of the advisory committee will be reviewed annually and membership adjusted to ensure a representative membership.

**\* Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Stakeholders are informed in the following ways:

- \*AIG Plan, Identification Criteria summary, and Services summary posted on the Differentiated Services page linked to Evergreen's main web page
- \*Provide Identification Criteria summary and Services summary as part of the beginning of year information for all students
- \*Include explanation of services to families of any student participating in advanced learning opportunities
- \*AIG coordinator presents program action plan and progress to Board of Directors annually
- \*AIG coordinator meets with AIG stakeholders (staff, parents, and students) at least 2 times annually
- \*Regular schedule of AIG parent education meetings with the goal to have at least 2 per year
- \*AIG and school-wide publications provide written information to stakeholders

**\* Ideas for Strengthening the Standard**

\*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 years to encourage them to offer an AIG add-on licensure program.

**Planned Sources of Evidence**

\* Minutes from AIG Advisory Committee

\* Parent survey responses

\* Agendas and sign ins from parent education offerings

\* List of Evergreen partnerships

**Documents**

Type	Document Template	Document/Link
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AIG Standard 5 Additional Resources	N/A	
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Standard 6: Program Accountability

**Evergreen Community Charter (11A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

All components of an AIG plan, for all six standards, have been addressed by the plan and reviewed by the AIG Advisory Committee. The AIG Advisory Committee reviewed how Evergreen's AIG program addressed each standard and provided written and verbal feedback during regular meetings during the school year of submitting the new plan. The existing plan has been approved by the Board of Directors and by NCDPI. The plan under review has been approved by the Board of Directors and sent to NCDPI for review and comment.

**\* Practice B**

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

The AIG coordinator meets regularly with the AIG 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 ILT 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**

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

No additional state funds are allotted to our program (aside from the usual ADM). Our school budget includes no program budget for AIG other than a small classroom budget and salary for the AIG teachers. The AIG classroom budget is used to fund materials for instruction of AIG students. The AIG teacher salaries are consistent with the state salary scale. The fees and materials for extracurricular programs are raised by parents and students. These budget priorities are reviewed annually by the AIG Coordinator as part of the budget process and as part of periodic (every 3 years) strategic planning to ensure alignment with the AIG plan.

**\* Practice D**

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

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

Disaggregated data is reviewed regularly and shared with faculty as a group and in grade-level teams as part of the data loop process.

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

Disaggregated data is reviewed 3 times per year with the EL Education consultant as part of the school's Work Plan. Progress on Work Plan goals is shared with and reviewed by the ILT in the Fall and Spring.

**\* Practice E**

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

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

**AIG Representation  
Index - Winter 2022**

Category	% AIG	% K-8	RI
Male	49	56	0.88
Female	51	44	1.16

Asian	NA	NA
Black	NA	NA
Hispanic	NA	6
Multi	NA	6
White	91	88
EDS	21	28
SWD	12	16
EL	NA	NA

1.03

0.75

0.75

Talent Pool

Representation Index -  
Winter 2022

Category	% Tal. Pool	% K-8	RI
Male	64	56	1.14
Female	36	44	0.82
Asian	NA	NA	
Black	NA	NA	
Hispanic	NA	6	
Multi	NA	6	
White	94	88	1.07

EDS 21 28 0.75

SWD NA 16  
EL NA NA

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	7.10%
Male	---	---	---	---	---	---	12.74%
Total	---	---	---	---	---	---	10.24%

**Percent of Total AIG Students Identified as Dual Exceptionality**

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**\* Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

Personnel files are kept current and complete. Evergreen targets 100% of all lead teachers and support teachers including those that serve AIG students meeting NC teaching licensure requirements. A licensure file is maintained for

each licensed teacher by the Associate Director - Licensure. Files are reviewed annually to determine licensure status and professional development participation. Teachers are informed of licensure status, requirements, and needs as part of the annual review.

**\* Practice G**

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

Feedback on implementation and effectiveness is gathered by several different means:

- \*Student reflections are collected and held in portfolios at the conclusion of units or activities and at the end of year.
- \*The annual parent survey includes questions about AIG services.
- \*Focus groups are conducted throughout the school year to elicit first hand feedback from students.
- \*The AIG Advisory Committee is made up of parents, teachers, and program staff.
- \*Open dialog is maintained between the school's Board of Directors, program staff, teachers, families, and community members

**\* Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Assessment data (EOG, MAP, and mClass), survey data (teacher, parent, and student), focus group data (student and parent), progress reports, teacher observation, and classroom performance are reviewed by the AIG Plan writing team, the AIG coordinator, and the administration and are used to revise Evergreen's AIG plan

**\* Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians,

families, and other community stakeholders.

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

**\* Practice J**

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

Student rights are safeguarded in the following ways:

- \*Parents/guardians receive written notification of their student's identification and are provided an overview of the program policies including identification and placement, reassessment procedures, transfers from other LEAs, and conflict resolution procedures. Parents return the letter with their signature indicating consent for AIG identification.
- \*Placement of students into AIG services is discussed during the initial DEP meeting. The parents/guardians, AIG teacher, and AIG Coordinator sign off on the initial DEP. The DEP is reviewed annually and changes to placement discussed and signed off by parents/guardians, AIG teacher, and AIG Coordinator.
- \*Students who have been formally identified for AIG services at another NC school and who are transferring to Evergreen will maintain their AIG designation. Parents/guardians will receive the program overview and will be invited to participate in an initial DEP meeting with the AIG teacher to determine placement and services.
- \*Evergreen's AIG policy indicates that parents or students can address concerns to: 1) classroom teacher, 2) AIG teacher, 3) AIG Coordinator, 4) ad hoc AIG advisory committee made up of AIG stakeholders 5) school administration, 6) Board of Directors.
- \*In the event a parent disagrees with the identification process or services being provided for their child, they should follow the following grievance process:

- 1) Submit a written description of their view to the AIG coordinator who will then meet with administration
- 2) A meeting with the family, coordinator, administrator, and lead teacher will be scheduled to hear the grievance
- 3) Based on that meeting a decision on the student's eligibility will be determined 4) If the parent is still not satisfied, a mediator can be brought in to assist in making a determination. As per Article 9b - § 115C-150.8. Review of Disagreements: In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)



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

**\* Ideas for Strengthening the Standard**

- \*increase AIG supplies budget to account for multiple grade levels and be in line with other Differentiated Services
- \*Identify and utilize additional identification tools that are sensitive to cultural bias.
- \*Include AIG performance data on the AIG webpage.

**Planned Sources of Evidence**

- \* AIG data base
- \* AIG parent and student survey data



\* DEPs

\* licensure files

**Documents**

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



**Evergreen Community Charter (11A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

06/16/2022 





Original Application Submission Date: 07/06/2022

**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Evergreen Comm. Charter School Board Approval 6.16.2022</u>

AIG Related Documents

**Evergreen Community Charter (11A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Evergreen Comm. Charter School Board Approval 6.16.2022</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 <a href="#">Evergreen AIG Identification Criteria Summary 2022-2025</a>
AIG Standard 2 Additional Resources	N/A	 <a href="#">Evergreen AIG Services Summary 2022-2025</a>
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

**Evergreen Community Charter (11A) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Phrase	Definition
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The Local AIG Plan glossary is provided in an uploaded document.