Evergreen Community Charter
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 16-MAY-19
LEA Superintendent’s Name: Susan Mertz
LEA AIG Contact Name: Cameron Brantley
Submitted to NC Department of Public Instruction on: 21-JUN-19
Revision Submitted to NC Department of Public Instruction on: 14-AUG-20

Evergreen Community Charter 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 to 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, Evergreen Community Charter local AIG plan is as follows:

**Evergreen Community Charter Vision for local AIG program:** 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.

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

<table>
<thead>
<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
<th>Other Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>$80000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
# Table of Contents

Standard 1: Student Identification ................................................................. 3  
Standard 2: Comprehensive Programming within a Total School Community ......................... 7  
Standard 3: Differentiated Curriculum and Instruction ............................................. 14  
Standard 4: Personnel and Professional Development ............................................... 20  
Standard 5: Partnerships ................................................................................ 23  
Standard 6: Program Accountability .................................................................. 26
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: Evergreen screens all students K-8 with the Kingore Observation Inventory (KOI) early in the school year (September-October). The KOI is a researched-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 90th 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.

District Response: 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 AR Pathway 2: 99th percentile in reading achievement
AM Pathway 1: 93rd percentile or above in 2 of 3: aptitude or mathematics achievement or observable behaviors AM Pathway 2: 99th percentile in mathematics achievement
AG Pathway: one AR Pathway and one AM Pathway
IG Pathway 1: 97th percentile or above in aptitude and 97th or above in achievement or observable behaviors IG Pathway 2: 99th percentile in aptitude
AI Pathway: one AG pathway and one IG pathway

Aptitude Criteria *An aptitude screening assessment (SAGES-3) will be administered to all students in kindergarten and 2nd grade as well as students new to Evergreen who have not already been identified at their previous school. *Currently, 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 assessment period. *Student achievement measures including MAP (K-8 mathematics and reading), 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 3 - 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 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.

**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:** Evergreen’s student population is similar to Buncombe County Schools, where the school is located. The racial makeup of Evergreen is largely white (80%+) and the percentage of students meeting free and reduce lunch metrics ranges from 25 to 45%. Evergreen's students perform at a high academic level and regularly outperform their peers in surrounding LEAs and the state as a whole on EOG and EOC assessments. Both math and reading scores are improving annually and are nearing or exceeding 80% proficient. (2018: Math – 72.4 and Reading – 82.5) Evergreen has chosen the following tools (with the intention of using local norms whenever possible) and procedures to reflect the community:

Traditional measures:
* mClass - reading assessments given to all students K-3 at beginning-, middle-, and end-of-year
* Measures of Academic Progress (MAP) – reading and math assessments given to students who have met the aptitude or observable behaviors criteria at beginning-, middle, or end-of-year. Students need two MAP qualifying scores in one content area, reading or mathematics.
* 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 3-8
*Renzulli-Hartman Rating Scales - locally normed scales completed by lead teachers for students who have met the aptitude or achievement criteria
*SAGES-3 – given to all students in Kindergarten and 2nd grade at the middle-of-year

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

**District Response:** 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 receives annual training on the identification process that is led by the AIG coordinator and AIG teacher. Classroom teachers in 3rd 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 Kindergarten and 2nd grade also receive training in the administration of SAGES-3.

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

**District Response:** 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-
* policies included in AIG parent handbook which is available on Evergreen’s AIG webpage
* policies published on Evergreen’s AIG webpage
* 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-
* policies included in AIG parent handbook which is available on Evergreen’s AIG webpage
* AIG plan published on Evergreen's AIG webpage

**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:** 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/families
* Receive 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

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

AIG Coordinator
* Review and update Power School records when students enter or leave Evergreen
* Update cumulative files with the most recent DEP when students leave Evergreen

**Ideas to Strengthen the Standard:** Evergreen continues to explore tools and processes to better identify under-served populations. As the school works to 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.

**Sources of Evidence:** AIG parent handbook
AIG webpage
New Teacher Orientation agenda
Opening Work Days agenda
Differentiated Education Plan
Notification letter - talent pool
Notification letter - formal identification
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: 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.

The levels of services are further matched to student identification. Students identified as AM will receive math services aligned with the designated level of service. Students identified as AR will receive reading services aligned with the designated level of service. Students identified as AG will receive math and reading services aligned with the designated level of service. Students identified as IG will receive services aligned with Level 4 that are matched with their individual needs. Students identified as AI will receive services aligned with the designated level of services.

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.

In addition to these services to meet the academic, intellectual, social, and emotional needs of students, "Lunch Bunch" groups are formed in cooperation with the school counselors to focus more deeply on the social and emotional needs of AIG students. Outside of the school day, Odyssey of the Mind, chess club, Lego club, etc. are offered as opportunities for AIG students to interact with their peers in a more social environment.
Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: Evergreen Community Charter School believes that the EL Education (EL) model followed by our school closely parallels the academic approach which research describes as best meeting the needs of advanced learners. EL and programs recommended for advanced learners have in common: project work, meaningful choices, self-directed learning, literature-based reading, inquiry-based math and science. 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 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: 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.
**Practice D**
Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

**District Response:** Information is disseminated to staff in the following ways:
* 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 E**
Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

**District Response:** Communication among and between teachers occurs through these means:
* AIG teacher relays relevant information to classroom teachers and support staff & designs a DEP for student. This is facilitated with a 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 Power School

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

**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:** 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 attempts 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, curriculum maps, and STAs - to be conveyed to Differentiated Services and other support staff
* Continue to 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 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 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:** 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, EOG, and MAP 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. Preference is given to subject acceleration over grade acceleration.

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

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

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

(1) Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence on either the Stanford-Binet or The Wechsler Preschool and Primary Scale of Intelligence administered by a licensed psychologist.

(2) Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on one or more of the following standard tests of achievement: the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), and/or the Test of Early Reading Ability (TERA). The test must be administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

(3) Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The executive director or associate director may also require an Evergreen Community Charter School teacher to complete an informal reading assessment of the child.

(4) Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
(5) Motivation/Student Interest. The executive director or associate director shall conduct an informal interview with the child, which may include observing the student in an Evergreen Community Charter School kindergarten classroom at Evergreen, and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

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

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

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

* The number of pathways to identification have been increased and include a single qualifying criterion.
* Assessments are locally normed whenever possible.
* Students have multiple pathways to identification. Assessments and data gathering is ongoing throughout a student’s attendance at Evergreen.
* The Kingore Observation Inventory is used for identification. "The KOI has been successfully implemented to identify gifted and talented behaviors in children for over 10 years in almost every state in America and several other countries, including Australia, Canada, and Mexico. It is celebrated for its ability to identify gifted potentials in minority students and students from poverty who are frequently difficult to identify through standardized tests. It is valued by educators for its effectiveness and efficiency." (http://www.bertiekingore.com/koi.htm)
* The Renzuli 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-exception 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**
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

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

**Ideas to Strengthen the Standard:** * The addition of another AIG teacher would better serve Evergreen's gifted students. Currently one full time teacher monitors and implements DEPs for ~70 students resulting in some students getting infrequent direct contact with the AIG teacher. Regular contact would result in stronger implementation of services and improved student growth in Kindergarten through 8th grade. The additional AIG teacher, in a part-time capacity, would work with identified students and students in the Talent Pool in grades K-3 which often requires specialized strategies for young students. This would allow the full-time AIG teacher to focus on grades 4-8 where there is a greater number of formally identified students and students in the Talent Pool.

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

**Sources of Evidence:** *List of extracurricular programs for AIG students
* Expedition plans
* Lesson plans
* Curriculum maps
* DEPs
* AIG data base
* AIG services roster
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: 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 in-depth investigations to explore the environmental, social, political and economic aspects of our local and global communities. The ultimate goal is to teach students to think critically and creatively, to feel passionately about issues of concern to them, to work collaboratively with peers and adults, and to communicate their ideas effectively in writing and action. Expedition plans for each grade level are generated and updated each year, including learning targets and assessments that are aligned with the Standard Course of Study and exemplars of student work demonstrating proficiency on these targets.

The AIG coordinator and AIG teacher shapes this school-wide curriculum (integrating the NC SCOS with EL Education) to meet the needs specifically of AIG learners in two important ways:

Enrichment and Extension
*In collaboration with regular classroom teachers, the AIG teacher documents expedition assignments and projects that are developed specifically for students who need greater challenge or extension beyond the basic assignments. AIG tiered assignments are included in grade-level Expedition plans. While any student may "opt up" to the AIG tier, students identified in the AIG program may be required to take on the challenge-level assignments.
*For AIG students receiving Level 3 or 4 services, instruction and assignments provided by the AIG teacher, instruction may be compacted for a student who has demonstrated mastery of a concept or strand. The student will have access to and instruction in alternative activities that allow for application of the mastered concepts in a real world context. In this way, AIG students are challenged to investigate problems more deeply, but not to simply do "more work" than their peers.
*Anchor activities in math and reading are available in all classrooms to either extend or enrich the SCoS when any student completes a daily assignment early.

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

**District Response:** Evergreen teachers cultivate an awareness of students' varied learning styles and needs. Teachers use "hard" and "soft" data in determining placement in flexible groups:
*mClass, MAP, and EOG data *unit pre- and post-tests
*goal setting and progress monitoring
*interest surveys
*Multiple Intelligence questionnaires
*Habits of Scholars (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.

**District Response:** 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 reading workshop for advanced learners (as well as other students). Ex.: William & Mary Literary Units, Caesar's English & The Word Within the Word, and Schoolwide Enrichment Model - Reading (SEM-R)
*provide research, supplemental resources, and fieldwork experiences that support learning about established Expedition topics.*

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

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

*make high school courses for middle school students available through NCVPS Incl. Math 1, Math 2, and Math 3*

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

**District Response:** 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 on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

**District Response:** Assessment for Learning occurs daily in Evergreen classrooms. Students move in and out of flexible groups in reading, math, and within Expeditions based on both formative and summative assessment data. Prior to teaching 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 the formative Evergreen's teacher 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.

**District Response:** 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 such as A Swiftly Tilting Planet or The Great Gilly Hopkins. Additional titles can be intentionally chosen to meet these needs.*
*Lunch time issue groups meet to discuss topics often times specific to AIG students such as perfectionism.*
*The 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 through purposeful and intentional differentiated curriculum and instruction.

**District Response:** The cultivation and development of young students is accomplished in the following ways:
*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 studies.*
*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 through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** 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:
* 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.
* Create collaboration and integration structures for 7/8
* Continue professional development that models collaboration.

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

**District Response:** 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
* Student performance

**Ideas to Strengthen the Standard:** K-2 services can be strengthened with additional professional development that addresses the particular needs at this developmental level.
*Continue to seek means to provide dedicated services for students identified as IG which may include implementing aspects of the School-wide Enrichment Model or the Autonomous Learner Model.
*Continue the inclusion of differentiation strategies into professional development and PLC sessions.
*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.

**Sources of Evidence:** *Expedition plans with tiered assignments that include learning targets, assessments, and exemplars. *Exemplars of AIG projects facilitated by the AIG teacher Student performance data on reading and math benchmarks
*Student performance data on NC EOG tests
*Student portfolios including performance assessments
*Local writing assessment performance data
*Student DEPs
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: Evergreen’s AIG program is coordinated by Cameron Brantley, a masters level, AIG-licensed educator with over 20 years 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 - also holding an AIG license - 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 gifted learners.

District Response: The AIG coordinator's role is divided between coaching teachers in best practices for AIG instruction, providing professional development addressing AIG practices, directly supervising the AIG teachers and administrative responsibilities for the program.

The AIG teacher's time is divided between coaching teachers--helping to differentiate lessons and assignments, modeling lessons for gifted students--teaching students in small pull-out groups or push-in situations, and serving as the lead teacher for some small groups. All of these tasks directly or indirectly address the needs of advanced learners. The AIG teachers will have an add-on AIG license.

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, special education teachers, counselors, and school administrators.

District Response: 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.

**District Response:** Evergreen has just two classrooms at each grade level. Advanced learners are clustered in each classroom, with 4-6 advanced learners in each class of 22-26 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**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** The professional development plan is a part of the school's work plan/school improvement plan (SIP) and is written by the SIT team 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 is integrated into professional development opportunities around general topics such as math and ELA instruction that support achieving school-wide goals.

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

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

**Ideas to Strengthen the Standard:** *Offer incentives for teachers to pursue AIG-licensure including tuition reimbursement and grant opportunities.*
*Provide professional development opportunities such as book studies and attendance of AIG focused conferences that address the specific needs of gifted students.*

**Sources of Evidence:** *Staff licensure files*  
*School-wide PD plan*  
*Individual PD logs*  
*AIG Action Plan*  
*Work Plan/SIP*
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 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: To develop new partnerships and maintain existing, AIG personnel will:
* 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
Shares with stakeholders, including all students’ parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

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

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

District Response: The program’s offerings, policies, and action 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 parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: Families are informed regularly by:
* maintaining an AIG page linked to the school's web page with information on current programming and services
* continued regular email communication regarding small group topics and activities
* including AIG opportunities in school-wide publications including the Scoop and other communications
* maintaining a distribution list for AIG families & send emails with new opportunities
* distribute and discuss AIG handbook to new to AIG parents
* families are informed of the availability of communications in their family's native language upon enrollment and upon eligibility for AIG services

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: 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

Ideas to Strengthen the Standard: *Take the lead in offering parent education nights that include information sessions on the needs and characteristics/profiles of gifted learners to the Evergreen community as whole.
* Leverage the relationship built up with UNC - Asheville over the years to encourage them to offer an AIG add-on licensure program.
* Partner with local organizations and schools to host an annual spelling contest
**Sources of Evidence:** *minutes from AIG stakeholder meetings
*minutes from AIG Advisory Committee
*agendas and sign ins from parent education offerings
*AIG handbook and brochure
*Parent survey responses
*AIG page on webpage
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: 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 focus of each meeting was on two standards that were identified by the committee as needing revision. 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.

District Response: 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 SIT and to the Board of Directors. The action plan and evaluation summary is shared with stakeholders. Documentation is kept in a binder organized by standards and practices to document and provide evidence of implementation.

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

District Response: Disaggregated mClass, EOG, and EOC for AIG students is shared with SIT during the annual retreat to set school wide goals and is reviewed in the Fall and Spring and shared with faculty as a group and in grade-level teams. The test data for performance and growth is also compiled at the end of the year, analyzed by the SIT team, and used to inform program revisions. Student portfolios and performance assessments are shared with parents twice annually.

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

District Response: Evergreen has few ELL or ethnically diverse students in the general population, not enough to constitute testing subgroups. AIG students in sufficiently large subgroups include economically disadvantaged students, highly gifted, and twice exceptional. These subgroups that are large enough to avoid identifying individual students are monitored internally to determine whether they are represented in similar percentages as they are in the general population of the school. Monitoring of representation, performance, and retention occurs at the beginning of the year as part of the development of the work plan/SIP, at the middle of the year as part of the mid-year review of the work plan/SIP, and at year end as part of the work plan/SIP annual review. A representation index (RI) is used to compare the AIG subgroup to other subgroups and the school population as a whole. Performance is determined by EOG/EOC scores of AIG students compared to other subgroups and the school population as a whole. Retention is determined by student withdrawals of AIG students compared to other subgroups and the school population as a whole.

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

District Response: Personnel files are kept current and complete. Evergreen targets 100% 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/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

**District Response:** 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.
* 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**
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

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

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

**District Response:** Program data, including evaluation data, and overview is shared by the AIG coordinator with the school board annually. 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 school community. Board meetings are open to the public and minutes are available to the public. Student performance data is public via school report card.

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

**District Response:** Student rights are safeguarded in the following ways:
* The AIG parent/student handbook is provided at time of identification and provides an overview of
the program policies including identification and placement, reassessment procedures, transfers from other LEAs, and conflict resolution procedures.

*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).)

**Ideas to Strengthen the Standard:** Identify and utilize additional identification tools that are sensitive to cultural bias.
*Include AIG performance data on the AIG webpage.

**Sources of Evidence:**
*AIG data base
*EOG and MAP data
*AIG parent and student survey data
*AIG webpage *AIG handbook *DEPs *licensure files
Glossary (optional):

Appendix (optional):
Annual & May Meeting Minutes.pdf (*Local Board Approval Document*)