

## Mission/Vision Statement and Funding

### Clay County Schools (220) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C:150.5).

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

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

#### \* Mission and/or Vision Statement(s)

Clay County Schools envisions providing educational environments of the highest quality, created by professionals of the highest quality, leading to all students learning at high levels, and culminating in every student graduating on time prepared for their next step. The mission of Clay County Schools is to build high quality learning environments that ensure all students learn at high levels.

Clay County Schools believes all children have the potential to learn. It is our responsibility to remove educational barriers, to foster a growth mindset, and to actively engage all students in the learning process.

Clay County Schools strives to develop policies and practices to ensure fair and equitable identification of gifted students and to provide quality, aligned services based upon individual student areas of giftedness. Furthermore, Clay County Schools has established protocol to develop talents in students beginning in Kindergarten. Having a goal of both equity and excellence, specific actions have been embedded into the AIG plan to increase student access and opportunities to gifted education and to increase achievement and growth for all.

Clay County Schools acknowledges the importance of stakeholders and values their input. Professional development and collaboration are encouraged and expected in support of the AIG program. Along with the thorough analysis of data, the AIG plan is evaluated yearly and amended, if necessary, to meet program goals of identifying and serving gifted, and potentially gifted, students.

#### FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 73,333.00	* \$ 0.00	* \$ 1,000.00	* \$ 0.00

## Standard 1: Student Identification

### Clay County Schools (220) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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, including universal screening, for every student to show their strengths and talents.

**Clay County Schools AIG (Academically & Intellectually Gifted) program acknowledges the importance of having established processes for referrals and screenings to lead to fair and equitable identification of gifted students and quality services where student needs can be met. The identification procedures for Clay County Schools have been successful and will continue to be used for this plan cycle, along with clarification for the TD (Talent Development) component of the AIG program.**

#### AIG Process

Universal screening is an important aspect that remains part of the identification process that emphasizes equity. Universal aptitude screening occurs at the beginning of the fourth grade year. Parents/guardians are notified prior to screening. All students participate in a practice session where they learn how to navigate the online testing platform and they also learn the format of the test questions. This is per the recommendations of the Cognitive Abilities Test - CogAT, Form 7 administration manual. Once the test scores from the screener are obtained, approximately 25% of the top scoring students are invited to take the remainder of the CogAT assessment. Parent/guardian permission is obtained prior to any student taking the full battery of tests. The CogAT is given on student chrome books and administered by the AIG Coordinator/Lead Teacher.

By the beginning of the fourth grade year, the third grade EOG (End of Grade) scores have been

obtained; thus, providing universal achievement information on students as well.

It is important to note that alternative screening methods may be used when appropriate to provide ample opportunities for students to show their strengths and talents. Administration may request or the school psychologist may suggest alternate aptitude and/or achievement assessments for students who have scored on the cusp of eligibility requirements, for students who are Multilingual Learners (ML), for students who are potentially twice-exceptional (2e), and/or for students with other extenuating circumstances.

All accommodations and modifications are provided to students with IEPs (Individualized Education Program), 504s, and LEPs (Limited English Proficiency) during the screening process.

In addition to the quantitative data obtained through the aptitude and achievement test scores, report card grades are collected as well.

Student motivation and behaviors are measured using the Gifted and Talented Evaluation Scales - Second Edition (GATES2). Teachers familiar with the students are responsible for completing the scales after receiving appropriate training and professional development. The GATES2 Examiner Manual provides guidance on how to instruct individuals who are rating students. Teachers also have the opportunity to provide qualitative data in the form of anecdotal evidence, work samples, etc.

Students who are not being universally screened can be referred throughout the school year by certified staff and/or parents/guardians. If a student is referred and is in third grade or above, existing data is first be collected. Grades and test scores are gathered and analyzed. If additional data is needed, it is collected after parent/guardian permission is obtained.

The AIG Coordinator/Lead Teacher may also refer students after yearly data analysis of EOG/EOC/ACT scores along with parent/guardian consent.

Transfer students, who were identified as gifted through an out of state or nontraditional school, are reviewed individually upon request to see if local guidelines are met. If additional data is needed, parent/guardian permission is obtained first. The AIG Coordinator/Lead Teacher may consult with the school psychologist to analyze transferred test records.

### Talent Development Process

Students in grades K-3 are served through a Talent Development designation. Any student who transfers in with a gifted designation and is not in 4th grade or above may be served through existing Talent Development class offerings. Individual services may be arranged if the Talent Development offerings do not coincide with the needs of the student. Opportunities may also exist in other grade level classes.

Students are recommended for Talent Development based upon student performance (class grades, district/state assessments, aptitude/achievement testing, work samples, anecdotal evidence, etc...) and teacher recommendation. Though guidelines exist for recommendation, students are not limited access based on quantitative data alone. Students are considered on an individual basis.

If a student is recommended for accelerated learning at the K-3 level, he/she is screened using the CogAT. If the student does not have standardized test scores available, the school psychologist administers an age appropriate achievement test. Report card grades are gathered, as well as GATES-S-2 surveys from teacher familiar with a student. These items are be used to determine gifted identification.

**\* Practice B** Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

**Five criteria are used to identify gifted students:** Student Aptitude, Student Achievement, General Intellectual Ability/Academic Skill, Creativity/Leadership, and Student Performance. All eligible students must meet minimum Student Aptitude requirements. Furthermore, a student must meet a total of 4 out of 5 criteria to be identified as gifted. If a student is eligible for AIG services, a parent/guardian must agree to services and sign appropriate documentation before services can be rendered.

Students meeting the criteria in Aptitude only are identified as Intellectually Gifted (IG).

Students can be designated gifted in the following areas: Intellectual, Academic - Reading, and/or Academic - Math.

Students meeting the criteria in Achievement only are designated as Academically Gifted (AG). It is noted more specially as the following: giftedness in Reading only (AR), giftedness in Math only (AM), giftedness in Reading and Math (ARM).

Students meeting the criteria in Aptitude and Achievement are identified as Academically and Intellectually Gifted (AI). Further designation of academic area of giftedness can be added to denote Reading (AIR) or Math (AIM).

Primary (Kindergarten - 2nd grade) & Elementary School (3rd grade)

Universal screenings do not take place until fourth grade; however, eligible students in grades Kindergarten through third grade are part of Talent Development classes led by the AIG Coordinator/Lead Teacher. Talent Development eligibility may be, but is not limited to, based upon student performance (class grades, district/state assessments, aptitude/achievement testing, work samples, anecdotal evidence, etc...) and/or teacher recommendation. Currently, Talent Development consists of enrichment courses that focus on reading and writing with the integration of other core subject areas of math, science and social studies. As students demonstrate a need for Talent Development services, the AIG Coordinator/Lead Teacher is able to serve those students directly, as well as, support teachers on how to meet those students' needs in the classroom. Leading enrichment courses also gives the AIG Coordinator/Lead Teacher an opportunity to observe students over an extended period of time.

Students in primary school being considered for grade or subject acceleration may be placed in the AIG program based on a data review and with parent/guardian consent. Aptitude data is first collected using the CogAT. If a student is in K-2, the school psychologist obtains achievement data using the appropriate test. Report card grades are gathered along with GATES-2 survey data from a teacher familiar with the student.

Student eligibility for grade or subject acceleration is determined on an individual basis in grades Kindergarten through eighth with the input of the school psychologist and support of administration. It is described in more detail in Standard 2, Practice G.

Elementary School (4th - 5th grade) - minimum 4 of the 5 criteria required

Criterion #1 - Student Aptitude

\*Student must score a minimum of 85th percentile on any aptitude test and meet at least 4 of the 5

aforementioned criteria to be eligible for the AIG program.

To meet the criterion, a student must score

-Scoring must be 95th percentile or greater in Verbal, Nonverbal, Quantitative, or Composite on Cognitive Abilities Test, Form 7 CogAT (Universal Assessment).

-Scoring must be 95th percentile or greater in Verbal, Nonverbal, or Composite on Reynolds Intellectual Scales, Second Edition RIAS-2 (Alternative Assessment).

-Scoring must be 95th percentile or greater in Composite Score on Comprehensive Test of Nonverbal Intelligence, Second Edition CTONI-2 (Alternative Assessment).

Criterion #2 - Student Achievement

-Scoring must be 95th percentile or greater in Reading and/or Math using the State End of Grade (EOG) tests or 3rd grade Beginning of Grade (BOG) test (Primary Data Source).

-Scoring must be 95th percentile or greater in Reading and/or Math using the Wechsler Individual Achievement Test, Fourth Edition WIAT-IV (Alternative Assessment).

-Scoring must be 95th percentile or greater in Reading and/or Math using the Kaufman Test of Educational Achievement, Third Edition KTEA-3 (Alternative Assessment).

Criterion #3 - General Intellectual Ability/Academic Skill

-The two scales from GATES2 must be completed by at least one teacher who serves the

student.

-Standard score must be in the Probable range or above in at least one scale (General Intellectual Ability or Academic Skill) to meet criterion.

#### Criterion #4 - Creativity/Leadership

-The two scales from GATES2 must be completed by at least one teacher who serves the student.

-Standard score must be in the Probable range or above in at least one scale (Creativity or Leadership) to meet criterion.

#### Criterion #5 - Student Performance

-Scoring must be a 95% or above on Reading and/or Math report card grade.

Middle School (6th - 8th grade) - minimum 4 of the 5 criteria required

#### Criterion #1 - Student Aptitude

\*Student must score a minimum of 85th percentile on any aptitude test and meet at least 4 of the 5 aforementioned criteria to be eligible for the AIG program.

To meet the criterion, a student must score

-Scoring must be 95th percentile or greater in Verbal, Nonverbal, Quantitative, or Composite on

## **Cognitive Abilities Test, Form 7 CogAT (Universal Assessment).**

-Scoring must be 95th percentile or greater in Verbal, Nonverbal, or Composite on Reynolds Intellectual Scales, Second Edition RIAS-2 (Alternative Assessment).

-Scoring must be 95th percentile or greater in Composite Score on Comprehensive Test of Nonverbal Intelligence, Second Edition CTONI-2 (Alternative Assessment).

### **Criterion #2 - Student Achievement**

-Scoring must be 95th percentile or greater in Reading and/or Math using the State End of Grade (EOG) tests or State End of Course (EOC) test (Primary Data Source).

-Scoring must be 95th percentile or greater in Reading and/or Math using the Wechsler Individual Achievement Test, Fourth Edition WIAT-IV (Alternative Assessment).

-Scoring must be 95th percentile or greater in Reading and/or Math using the Kaufman Test of Educational Achievement, Third Edition KTEA-3 (Alternative Assessment).

### **Criterion #3 - General Intellectual Ability/Academic Skill**

-The two scales from GATES2 must be completed by at least one teacher who serves the student.

-Standard score must be in the Probable range or above in at least one scale (General Intellectual Ability or Academic Skill) to meet criterion.

#### **Criterion #4 - Creativity/Leadership**

- The two scales from GATES2 must be completed by at least one teacher who serves the student.
- Standard score must be in the Probable range or above in at least one scale (Creativity or Leadership) to meet criterion.

#### **Criterion #5 - Student Performance**

- Scoring must be a 95% or above on Reading and/or Math report card grade.

High School (9th - 12th grade) - minimum 4 of the 5 criteria required

#### **Criterion #1 - Student Aptitude**

\*Student must score a minimum of 85th percentile on any aptitude test and meet at least 4 of the 5 aforementioned criteria to be eligible for the AIG program.

To meet the criterion, a student must score

-Scoring must be 95th percentile or greater in Verbal, Nonverbal, Quantitative, or Composite on Cognitive Abilities Test, Form 7 CogAT (Universal Assessment).

-Scoring must be 95th percentile or greater in Verbal, Nonverbal, or Composite on Reynolds Intellectual Scales, Second Edition RIAS-2 (Alternative Assessment).

-Scoring must be 95th percentile or greater in Composite Score on Comprehensive Test of Nonverbal Intelligence, Second Edition CTONI-2 (Alternative Assessment).

#### Criterion #2 - Student Achievement

-Scoring must be 95th percentile or greater in an area of ELA (English Language Arts )and/or Math using the State End of Course (EOC) tests (Primary Data Source).

-Scoring must be 95th percentile or greater in Reading and/or Math using the Wechsler Individual Achievement Test, Fourth Edition WIAT-IV (Alternative Assessment).

-Scoring must be 95th percentile or greater in Reading and/or Math using the Kaufman Test of Educational Achievement, Third Edition KTEA-3 (Alternative Assessment).

-Scoring must be 95th percentile or greater in Reading and/or Math using the American College Testing Program ACT.

#### Criterion #3 - General Intellectual Ability/Academic Skill

-The two scales from GATES2 must be completed by at least one teacher who serves the student.

-Standard score must be in the Probable range or above in at least one scale (General Intellectual Ability or Academic Skill) to meet criterion.

#### Criterion #4 - Creativity/Leadership

-The two scales from GATES2 must be completed by at least one teacher who serves the student.

-Standard score must be in the Probable range or above in at least one scale (Creativity or Leadership) to meet criterion.

#### Criterion #5 - Student Performance

-Scoring must be a 95% or above on Reading and/or Math report card grade.

Any testing that has been administered with a different school or an outside agency may be considered and analyzed by the AIG Coordinator/Lead Teacher and/or the school psychologist. Other forms of testing not described as being used by Clay County School district may be considered if comparable and norm-referenced per review by the school psychologist.

It is also important to note each referral is treated individually. During each of the individual referrals, administrators and teachers familiar with the student meet to analyze the data described. There is also the opportunity to share any anecdotal information or student work during this time that may influence a team decision. Though there is a requirement of meeting a minimum of 4 out of the 5 criteria to qualify for AIG placement and services; if a student is on the cusp, additional qualitative information can be helpful in making decisions on possible alternative assessment requests, talent development opportunities, and/or placing a student on a "watch and wait" status for future review.

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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, multilingual learners, highly gifted, and twice-exceptional.

Clay County School (CCS) district is composed of four schools - primary, elementary, middle and high school located on a common campus with a total student population of approximately 1,340 students. This is the only public school district located in the entire county. CCS has approximately 200 employees with a teacher to student ratio of 1:12. Teachers with advanced degrees is currently at 58%. As of 2024, the graduation rate is 87.9%. The district is in the process of building a new middle school complex with recently received state grant funds. A new cafeteria and auditorium will be included. If more funds are secured, an elementary wing will be added.

The following demographics are reflective of the 2024-2025 school year.

Hayesville Primary School (HPS) serves grades Pre-Kindergarten through second. It also is home to a day care center which serves the community and the children of school employees. HPS has a current student population of 377. Over 58% of the student population qualifies for free or reduced lunch benefits and it is a Title 1 school. This number is projected to be higher as it is not a requirement for this paperwork to be documented at this time for students to take advantage of free breakfast and lunch through the CEP (Community Eligibility Provision). Approximately 15% of the students receive EC (Exceptional Children) services. Less than 6% of the students are identified as Multilingual Learners (ML). The breakdown of demographics for the HPS student population is as follows: 53% male and 85% White, 10% Hispanic, 5% Multi-Racial, 0% Black, and 0% Asian.

A total of 37 students are served through Talent Development services in grades Kindergarten through second representing approximately 10% of the total student population. Here is the demographic breakdown: 51% male, 49% female, and 86% White, 6% Hispanic, 8% Multi-Racial, 0% Black and 0% Asian. One student (3%) receives ML services. There are no 2e (Twice Exceptional) students officially identified; however, there are 3 students (8%) who receive Talent Development enrichment as well as tiered supports through EC.

Hayesville Elementary School (HES) serves students in grades third through fifth and has a student population of 288. Almost 55% of the student population qualifies for free or reduced lunch benefits and it is a Title 1 school. As noted above, this number is projected to be higher as paperwork is not required at this time for students to take advantage of free meals through CEP. Approximately 14% of the students receive EC services. Approximately 4% of the student population is identified as ML. There are five 2e students. The breakdown of total HES student demographics is as follows: 53% male, 47% female and 86% White, 9% Hispanic, <5% Multi-Racial, 0% American Indian, <1% Black, and 0% Asian.

There are 26 students identified as AIG at HES representing approximately 9% of the total student population. HES AIG student demographics are as follows: 80% male, 20% female and 92% White, 5% Hispanic, 5% Multi-Racial, 0% American Indian, 0% Black, and 0% Asian. An additional 43 students are served through a Talent Development designation with the following demographics: 58% male, 42% female and 86% White, 7% Hispanic, 7% Multi-Racial, 0% American Indian, 0% Black, and 0% Asian. One of the students receives ML services as well. AIG and TD combined results in 24% of the student population being served and presents the following demographics: 65% male, 35% female and 88% White, 6% Hispanic, 6% Multi-Racial, 0% American Indian, 0% Black, and 0% Asian.

Hayesville Middle School (HMS) serves students in grades sixth through eighth and has a student population of 304. Almost 52% of the student population qualifies for free or reduced lunch benefits. This number may be actually higher as it is not a requirement for students to turn in paperwork at this time to take advantage of free meals through CEP. Approximately 14% of the population is served through EC. Approximately 6% of the students are identified as ML. One student is identified as 2e. The breakdown of total HMS student demographics is as follows: 57% male, 43% female and 81% White, 13% Hispanic, <5% Multi-Racial, 0% American Indian, <1%

Black, and <1% Asian.

A total of 38 students are served through an AIG designation representing approximately 13% of the total student population. HMS AIG student demographics are as follows: 61% male, 39% female and 89% White, 9% Hispanic, 0% Multi-Racial, 0% American Indian, <3% Black, and 0% Asian. Three of the AIG students also receive ML services. An additional 21 students were served through Talent Development representing an additional 7% of the total student population. The TD group has the following demographics: 57% male, 43% female and 95% White, 0% Hispanic, 10% Multi-Racial, 0% American Indian, 0% Black, and 0% Asian. Two of the Talent Development students receive EC services. AIG and TD combined results in 19% of the student population being served and presents the following demographics: 59% male, 41% female and 90% White, 5% Hispanic, <5% Multi-Racial, 0% American Indian, <1% Black, and 0% Asian.

Hayesville High School (HHS) serves students in grades ninth through twelfth and has a student population of 355. Over 44% of the student population qualifies for free or reduced lunch benefits. This number may be actually higher as it is not a requirement for students to turn in paperwork at this time to take advantage of free meals through CEP. Approximately 14% of the students receive EC services. Less than 6% of the students are identified as ML. There are two 2e students. There are 48 students identified as AIG and represents 14% of the total student population. The breakdown of HHS student demographics is as follows: 52% male, 48% female and 84% White, 10% Hispanic, <3% Multi-Racial, <2% American Indian, <1% Black, and <1% Asian. HHS AIG student demographics are as follows: 52% male and 48% female and 98% White, <1% Hispanic, <2% Multi-Racial, <1% Pacific Islander, 0% American Indian, 0% Black, and 0% Asian. There are no ML students in AIG at HHS.

As a district in the 2024/2025 school year, there is a total student population of 1340. District demographics are as follows: 54% male, 46% female and 84% White, 11% Hispanic, <5% Multi-

Racial, <1% American Indian, <1% Black, <1% Asian, and <1% Pacific Islander. Approximately 6% of the total student population receives ML services. Approximately 14% of the total student population receives EC services.

Over 8% (112 students) of the total student population is identified as AIG. AIG district demographics are as follows: 62% male, 38% female and 95% White, <3% Hispanic, 0% Multi-Racial, <1% American Indian, <1% Black, 0% Asian, and 0% Pacific Islander. Approximately 3% of the students receive ML services in addition to AIG. Approximately 5% of AIG students classify as 2e.

An additional 8% of students (101 in total) receive services through Talent Development. Total TD demographics are as follows: 55% male, 45% female and 87% White, 5% Hispanic, 8% Multi-Racial, 0% American Indian, 0% Black, and 0% Asian.

Thus, approximately 15% (213 students) of the total school population receives either AIG or TD services. AIG and TD combined presents the following district demographics: 59% male, 41% female and 92% White, <4% Hispanic, <4% Multi-Racial, <1% American Indian, <1% Black, and 0% Asian.

Percent Ethnicity Identified as AIG						
	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %
Female	---	---	---	---	---	7.78%
Male	---	---	---	---	---	10.60%
Total	---	---	---	---	---	9.32%

Percent of Total AIG Students Identified as Dual Exceptionality

**\* Practice D**

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

**The AIG Coordinator/Lead Teacher monitors all the screening, referral, and identification processes for the district in regard to the AIG program. A checklist is used to ensure all steps are followed.**

Universal screenings for AIG identifications are scheduled by the AIG Coordinator/Lead Teacher and HES principal in conjunction with grade level teachers. All CogAT screenings are administered by the AIG Coordinator/Lead Teacher after parent/guardian notification is sent. Screenings are scheduled for all fourth graders using homeroom rosters obtained by the current Student Information System utilized by the district. Screenings are scheduled per homeroom and if needed, small group and/or 1:1 screenings are scheduled in respect to documented accommodation needs. Information concerning accommodation needs for students is obtained from the EC teachers, counselor, and/or testing coordinator. The testing schedule information is shared with the principal for verification.

After screener scores are obtained, the AIG Coordinator/Lead Teacher, school psychologist, and principal determine which students should take the full CogAT assessment. This generally is limited to the top 25-30% percentile based up on the screener scores. After parent permission is obtained, students are scheduled for the remainder of the CogAT. Accommodations are provided if needed. Scheduling is made with teacher and principal input. When CogAT scores are received, a determination if more data is needed for AIG identification. Any students with CogAT scores below 85th percentile are not eligible for AIG and data collection stops. Parents are notified of this decision and copies of documentation are provided. Any students with scores of 85th percentile or above continue in the data collection process. A score of 95th percentile in any battery (verbal, quantitative, or non-verbal) or in the composite meet criterion requirements for aptitude.

The data collection process at this stage involves the documentation of any available North Carolina BOG (beginning of grade) and EOG (end of grade) scores from 3rd grade or equivalent standardized achievement data from another state and/or agency. The school psychologist may be asked to assist the AIG Coordinator/Lead Teacher with analyzing this type of data. Math and/or reading scores of 95th percentile or above meet achievement criterion requirements.

Data collection continues by obtaining report card grades for students. A reading or math grade of 95% or higher meets the criterion for performance.

Teachers are asked to provide additional data on students using the GATES2 survey. The AIG Coordinator/ Lead Teacher trains teachers on how to complete the survey. Information from the survey provides two scale ratings for General Intellectual Ability/Academic Skill and Creativity/Leadership. A minimum score of Probable Range on each rating is required to meet the criteria.

If a minimum of 4 of the 5 criteria are met by the student, the student is identified as AIG and qualifies for AIG services.

The same process is followed for CogAT assessment in other grades that are not universally screened. Once a referral is made, the AIG Coordinator/Lead Teacher checks with the school level administration (principal, testing coordinator, and/or counselor) to see if the student requires accommodations for testing. Permission is also obtained for the parent/guardian prior to testing. The testing scheduled is then shared with the principal and homeroom teacher of the student. If a student scores a minimum of 85th percentile on the CogAT, then data collection continues. If the student does not meet the minimum, then data collection stops as the student does not qualify.

It should be noted that if a student is on the cusp of qualifying, the AIG Coordinator/Lead Teacher

**consults with the school psychologist about alternative assessments.** If an alternative assessment is agreed to be appropriate, additional permission for testing may need to be signed by the parent/guardian. Alternative assessments are administered by the school psychologist. Any alternative testing administered by the school psychologist is explained to the AIG Coordinator/Lead Teacher so that the information can be shared with parents/guardians and documented in the AIG identification paperwork. A copy is provided to parents and filed with AIG student records.

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

Communication of the AIG student screening, referral, and identification processes is made known via the district website and is updated with each plan cycle. This is available to the community and is provided to parents/guardians through notification. The updates of processes are reviewed with the staff of each school during the beginning of the year meetings. Additional information is shared throughout the school year through staff meetings, PLCs (Professional Learning Community), grade level meetings, emails, newsletters, board meetings, etc.

Communication to parents/guardians is also in paper form and available in Spanish versions and will be made in additional languages if needed. Information is condensed into easy to read pamphlets and flyers and is made available to schools during open house, registration, and other appropriate events. When possible the AIG Coordinator/Lead Teacher is present to answer questions. AIG information is also provided to the ML teacher and EC department regarding the importance of identifying potentially gifted ML and 2e students.

The AIG Coordinator/Lead Teacher also requests email addresses of parents/guardians at the beginning of each school year so information and opportunities can be shared with students and their families throughout the school year as they become available. Social media and school approved communication apps are used to communicate information as well.

**\* Practice F**

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

The AIG Coordinator/Lead Teacher is responsible for the creation and maintenance of student files. A student file is created for every student referred to the AIG program. Student files are stored for all referred students, even those who are not identified, in a secured location, in the AIG Coordinator's office.

The online Student Information System is also utilized to tag identified AIG students and develop Differentiated Education Plans (DEP) annually.

Documentation of the referral and identification process may include the following forms: Screening/Nomination Form, Initial Nomination/Needs Determination, Parent/Guardian Permission for Assessment, Eligibility, Student Eligibility Profile, Summary of Results, Placement Record/Parent-Guardian Permission for Differentiated Services, and DEPs. Copies of aptitude testing, achievement testing, grades, GATES2 surveys, and/or work samples are included as well. A checklist is used to ensure all forms are included in the file and are in the correct order for easy reference.

All documentation is provided to parents/guardians. A meeting takes place to discuss eligibility for placement where documentation gathered is reviewed. Parents/guardians have the opportunity to ask questions and provide input. A copy of all the information is provided to parents/guardians once eligibility is determined. No services are rendered until appropriate documentation is signed by the parent/guardian.

**\* Practice G**

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

A Differentiated Education Plan is developed for a student when AIG eligibility is determined. Student services are matched with the identification criteria to ensure effective programming, a continuation of services, and to support school transitions. This plan is updated yearly. Program services provided are reviewed and future services offered are considered with parent/guardian input. Any parent/guardian recommendations for acceleration opportunities must involve principal input and guidance.

The DEP is developed using the district's Student Information System. Service plans are available to those who provide services to the student. A finalized copy is provided to parents as well.

An AIG Program Progress Report and Talent Development Progress Report is sent home with the regular report card and/or progress reports to provide communication regarding the student's level of participation and progress towards goals.

Any student who qualifies for services through AIG and also has a 504, the AIG Coordinator/Lead Teacher meets with the school counselor and/or principal to ensure the DEP reflects the supports of the 504 to meet the enrichment needs of the student.

Any student who qualifies for services through AIG and is also served through ML, the AIG Coordinator/Lead Teacher meets with the ML teacher to ensure the DEP and Limited English Proficiency (LEP) reflect the supports used to meet the needs of the student.

Any student who qualifies for services through AIG and is also served through EC, the AIG Coordinator/Lead Teacher meets with the EC teacher to ensure the DEP reflects the supports identified in the student's Individualized Education Program (IEP) to meet his/her enrichment needs.

Clay County School district has a solid referral and identification plan in place that reflects high standards of 95th percentile. Year after year, we are able to identify approximately 10% (often more) of our student population as gifted. Furthermore, the demographics of our AIG program are reflective of our overall district demographics. Though we are meeting this goal, it is important to remain cognizant of discrepancies (though small) that do exist.

Our focus groups of ML and 2e are better represented than in the past; however, there is still a trend of higher percentages of males being identified and served over females. There are more boys in the school system than girls, yet the discrepancy is still disproportional. This discrepancy will continue to be tracked and investigated more closely if it persists.

#### Planned Sources of Evidence

- \* Aptitude testing - CogAT, RIAS-2, CTONI-2
- \* Achievement testing - BOG, EOG, EOC, WIAT-IV, KTEA-3
- \* Performance data - report card grades
- \* GATES2 survey scores
- \* AIG pamphlet for district events

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources		N/A	

Standard 2: Comprehensive Programming within a Total School Community

## Clay County Schools (220) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

### 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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

### Hayesville Primary School (Kindergarten - 2nd grade)

As of the 2024-2025 school year, there were no AIG certified teachers at the primary level. The AIG Coordinator/Lead Teacher is involved in providing yearly AIG professional development on how to nurture young advanced students academically and intellectually. Yearly sessions are provided to all primary school certified staff to provide an overview and updates to the AIG/TD program. The AIG Coordinator/Lead Teacher is available to meet with grade level team planning times for specifically requested topics.

Hayesville Primary School students are chosen for Talent Development services using MTSS team data with the input of classroom teachers, principal and/or Early Literacy Specialist. The MTSS team meets monthly to analyze data from sources such as i-Ready and mClass. Talent Development groups can change based on MTSS data and individual student needs. MTSS teams are encouraged to consider focus group students for Talent Development and/or other enrichment opportunities.

In the past, the focus of Talent Development has primarily been on literacy instruction. Other core subjects are integrated into the literacy instruction including math, science, and social studies. Students read and write about a variety of topics and work on critical thinking, collaboration,

**problem solving, and other skills.** This enrichment time focuses on new vocabulary and strengthening writing skills as these are areas of concern identified across all grade levels and student skill levels. The AIG Coordinator/Lead Teacher provides the instruction for the Talent Development program during the designated intervention/enrichment time. The AIG Coordinator/Lead Teacher is also available to support classroom teachers on how to provide differentiated services to students in the classroom if needed.

Based on teacher input, it has been proposed to modify the current model of a single reading group meeting three days per week to include a separate math class and increase services to four days per week. In this model, there would be two separate TD groups for each grade. Each group would receive TD services two days per week. For example, the reading group may meet on Mondays and Tuesdays while the math group may meet on Wednesdays and Thursdays during the designated intervention/enrichment time. It is possible for students to participate in both groups if they qualify. Groups would be re-evaluated throughout the school year as MTSS data teams meet.

#### Hayesville Elementary School (3rd - 5th grade)

As of the 2024-2025 school year, there is only one teacher at the elementary school level who has an out of state gifted certification. The AIG Coordinator/Lead Teacher provides yearly professional development on how to appropriately identify, educate, and support advanced students. Specifically requested topics are discussed during PLC times. Training is also provided yearly on how to use the GATES2 survey in the identification process. Differentiated Education Plans and student areas of giftedness are available to the administration, counselor, and teachers who serve the gifted students.

Third grade students are identified for Talent Development services. Student are chosen for Talent

Development services by the input of classroom teachers and principal with information from the MTSS team. Students served through Talent Development can change throughout the school year as the MTSS team analyzes data monthly to meet the needs of students. The MTSS team currently analyzes data from sources such as i-Ready, mClass, NC Check Ins, and BOG results. Talent Development groups are re-organized mid-year with MTSS data and teacher input. Third grade students are served during a designated intervention/enrichment time.

In the past, the focus of Talent Development has been on literacy instruction. Other core subjects are integrated into the literacy instruction including math, science, and social studies. Students read and write about a variety of topics and work on critical thinking, collaboration, problem solving, and other skills. This enrichment time focuses on new vocabulary and strengthening writing skills as these are areas of concern identified across all grade levels and student skill levels. During the 2024/2025 school year, literacy instruction was provided during the first half of the school year. A new group was formed for the last half of the year with a focus on math instruction. With teacher and principal input, we will decide to either continue with the current model or create a new schedule to devote time to math and reading throughout the entire school year.

The AIG Coordinator/Lead Teacher provides the instruction for the Talent Development program in math and reading. The AIG Coordinator/Lead Teacher is also available to provide support to classroom teachers on how to provide differentiated services to students in the classroom if needed.

Fourth grade students are identified for AIG services at the beginning of the fourth grade school year and receive services. Identified fifth grade students also receive services. Services provided are determined by the AIG area of identification of each eligible student. Students may participate in the following based on the needs of the AIG group served: novel studies, STEAM projects,

math enrichment, teamwork activities, citizen science projects, service learning projects, project based learning opportunities, etc. AIG classes are aligned with grade level intervention/enrichment times. Fourth and fifth grade AIG students participate in reading instruction during the first half of the school year and math instruction during the last half of the school year.

Fourth and fifth grade students who score Level 5 on the previous year's Math EOG qualify to participate in Advanced Math Club classes during the last half of the school year. In the past, Advanced Math Club meetings were offered intermittently during the fall and spring; however, with teacher input, Advanced Math Club has been combined with the math enrichment class offered during the last half of the school year. This model will continue to be followed.

Hayesville Middle School (6th - 8th grade)

As of the 2024-2025 school year, there were no middle school faculty members who have their AIG certification. This has decreased since the last plan cycle as the AIG certified teachers are now working at the high school. The AIG Coordinator/Lead Teacher provides yearly professional development on the academic and intellectual needs of gifted middle school students, as well as an overview of the referral process. Differentiated Education Plans are available to the administration, counselor, and middle school staff responsible for instructing AIG students at the beginning of the school year. Areas of giftedness for each student is also reviewed with the teachers. The AIG Coordinator/Lead Teacher is available to provide additional support to classroom teachers if needed during grade level team planning times.

AIG students are clustered with other advanced students for honors courses in reading and math. Eighth grade students may also take high school Math I in a face to face setting.

The schedule of HMS also includes a WIN (What I Need) time in which each grade level team has

time to provide daily intervention and enrichment based on student needs per MTSS team recommendations. The AIG Coordinator/Lead Teacher provides enrichment for grade level AIG classes or provided services by pushing into honors level course one to two days per week. Classroom teachers provide enrichment as well. The MTSS team meets monthly to analyze data sources such as IXL, NC Check Ins, grades, attendance and behavior to provide support for intervention and/or enrichment participation.

### Hayesville High School (9th - 12th grade)

As of the 2024-2025 school year, there are three teachers at the high school who have AIG certification. There is an increase from the last plan cycle due to internal transfers. The AIG Coordinator/Lead Teacher provides yearly professional development to all high school staff at the beginning of the school year on how to appropriately meet the academic and intellectual needs of the gifted students and provides information about the referral process. Differentiated Education Plans for all students are completed and available to the administration, counselors, and staff who provide instruction to the gifted students. Areas of giftedness for each student is shared as well.

AIG students, along with other advanced students, have opportunities for enrichment during a designated time built into the daily master schedule beginning with the 2022-2023 school year. This block of time is called WIN (What I Need) and is devoted to what students need. Three days are devoted to intervention and enrichment needs of students. Teachers can request students during this time or students can make requests to see specific teachers. Enrichment topics vary throughout the year according to which teacher is facilitating the opportunity and the needs of the students. One WIN day per week is devoted to SEL education and/or clubs.

The HHS MTSS team meets monthly to discuss student data and recommendations for interventions.

The AIG Coordinator/Lead Teacher serves as the Beta Club sponsor and is able to have personal contact with the majority of the AIG students through Beta Club membership meetings and service projects opportunities. Club meetings take place during designated WIN times. The AIG Coordinator/Lead Teacher is also available for consultations upon student request.

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**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

**Students who are part of the AIG program need to be aware of the social and emotional issues that may affect students who are academically and/or intellectually gifted.** Self awareness is part of the educational process and curriculum taught to the students. Just as time is taken to provide professional development on characteristics of gifted students to teachers, the same is taught to students, as well as strategies on how to cope with some of their more difficult feelings. Often students are not aware of what they are feeling as normal for a gifted child. Providing age appropriate education and support for social and emotional issues needs to be part of the prevention plan and not just included as an afterthought when something happens.

The AIG Coordinator/Lead Teacher provides yearly, age appropriate instruction for AIG students regarding social and emotional issues that often coincide with characteristics of gifted students. Teachable moments are taken advantage of and students are encouraged to process their emotions and plan appropriate responses rather than react without thought.

Professional development provided to teachers includes a segment on the social and emotional needs of gifted students and how to provide support for some of their unique characteristics. More intense professional development may need to be provided for teachers who serve 2e and ML students. Resources are made available to staff and shared via Google Docs.

A support team consists of the AIG Coordinator, AIG certified teachers, school level administration, school counselors, and the school psychologist. Members of the support team are familiar with the unique needs of the AIG students and have resources available to meet their needs. The ML teacher is prepared to provide support if needed. The team is also prepared to assist any teacher who serves an AIG student in meeting the AIG student's needs.

Three times per year, all students are surveyed using the Satchel screener to gather a more in depth look at their social/emotional well being. Results from the screener are used for tiered interventions.

In Hayesville Primary and Elementary Schools, the counselors lead whole class lessons as well as small group and 1:1 lessons on Social-Emotional Learning topics using the Second Step curriculum.

Hayesville Middle School dedicates a counselor led Social-Emotional Learning lesson using Second Step curriculum weekly. Small groups are served four days per week.

Hayesville High School dedicates one WIN (What I Need) intervention time per week for all students to participate in a teacher led Social-Emotional Learning opportunity.

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

\* **Practice C**

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

The mission of Clay County Schools (CCS) is to build high quality learning environments that ensure all students learn at high levels. CCS has set three goals in their district strategic plan: eliminate opportunity gaps by 2025, increase educator preparedness, and improve district and

school performance by 2026. These goals are mirrored in the strategic plans of each school. The AIG program is aligned with the district and subsequent schools' policies and practices.

This AIG plan addresses Action Item 3.1d "Design and implement an AIG plan for each school" of the CCS district plan.

### Hayesville Primary School (Kindergarten - 2nd grade)

Talent Development begins in Kindergarten and focuses on the advanced students who have been primarily identified as being in the top tier of their grade level. Instruction for these students follows guidelines set forth in the Clay County Schools Strategic Plan 2021-2026. In the CCS Beliefs it states "every teacher must be a literacy teacher and intentionally create opportunities to improve their students' reading, writing, thinking, and listening skills every day." Along with reading and writing, the core subjects of math, science and social studies are also integrated into Talent Development studies. These enrichment opportunities expose students to a variety of reading genres and writing experiences. Students are also engaged in productive conversations where they are able to make real world connections to diverse topics. Students learn how to work collaboratively and thrive in a challenging environment while being introduced to the NC Portrait of a Graduate skillset.

MTSS teams and the AIG Coordinator/Lead Teacher monitors the progress of students participating in Talent Development, as well as looks for other potential candidates for the program as they analyze data. The AIG Coordinator/Lead Teacher is informed of concerns and/or suggestions for new candidates as needed.

### Hayesville Elementary School (3rd - 5th grade)

Talent Development continues in third grade and focuses on the advanced students who have been

primarily identified as being in the top tier of their grade level. There is a continued focus on reading, writing, math, thinking, and listening skills with integration of other core subjects. Students participate in enrichment classes that focus on novel studies, hands-on math activities, and project based learning. There are ample opportunities for partner and teamwork to practice skills and to develop a growth mindset as described in the NC Portrait of a Graduate.

The AIG Program officially begins with the fourth grade and extends into fifth grade. Most of the students have been served through Talent Development in the past so there is already a relationship and expectations established with the AIG Coordinator/Lead Teacher. A student who does not qualify for AIG but is on the "cusp" of identification may receive AIG services by remaining in Talent Development and placed on a "watch and wait" status, especially if alternative assessments have been requested. This is determined on an individual student basis.

Students in fourth and fifth grades identified for the AIG program are served in these areas of giftedness: intellectual, academic - reading, and/or academic - math. There is a continued focus on reading, writing, thinking, listening, and math skills with an integration of other core subjects. Students engage in advanced novel studies, in depth vocabulary exploration, and reflective writing. Group projects are required at the end of each novel study with rubric assessments. Group projects have a math component as well as a written and often an artistic requirement.

Third and fourth grade Advanced Math Club student projects also connect with the district priorities as the projects have a written component tied into their math project. The math students must be able to "teach" their final project to others and convey what they have learned.

The HES MTSS team and AIG Coordinator/Lead Teacher monitors the progress of students participating in AIG, Talent Development, and/or Advanced Math opportunities. The AIG Coordinator/Lead Teacher is notified of any concerns and/or referrals based on the MTSS team findings.

## **Hayesville Middle School (6th - 8th grade)**

Students in sixth through eighth grades identified for the AIG program are served in a variety of ways. Students identified as AIG are recommended to be placed in honors math and reading coursework, especially if it is in their area of giftedness. Students also have the opportunity for intervention and enrichment during WIN (What I Need) time that is built into the daily master schedule. Differentiation opportunities are provided by classroom teachers.

Eligible AIG students in eighth grade have the opportunity to take one high school course: Math I. It is offered during the entirety of the school year.

The HMS MTSS team and AIG Coordinator/Lead Teacher monitors the progress of students participating in AIG. The AIG Coordinator/Lead Teacher is notified of any concerns and/or referrals based on the MTSS team findings.

## **Hayesville High School (9th - 12th grade)**

Students in ninth through twelfth grades identified for the AIG program have several options in high school to be career and college ready upon graduation. A WIN (What I Need) time is available daily for intervention and enrichment. AIG students, as well as other motivated learners, have the opportunity to take honors, AP, online, dual enrollment and college coursework and graduate with an Associate's Degree. Students may also be involved in job mentorship opportunities and hands on experiences through CTE (Career and Technical Education) courses.

District

The AIG Coordinator/Lead Teacher is an active member of the district ML (Multilingual Learner)

**Development Team** which is composed of representatives from all four schools and includes administrators and teachers from various grades and departments.

The Leadership Team is composed of Central Office personnel and administration from all four schools and serves as the foundation of the AIG Advisory Board.

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

### Hayesville Primary School (Kindergarten - 2nd grade)

Students with advanced learning needs are provided enrichment opportunities through the Talent Development program which is built into the master schedule of the primary school during an intervention and enrichment time. During this daily block of time, students are placed into differentiated groups for either intervention or enrichment based on student needs as determined by the MTSS team data analysis. Enrichment through Talent Development services is led by the AIG Coordinator/Lead Teacher. Students are placed in small groups to receive advanced instruction in literacy and math. Flexible grouping of students may extend beyond the classroom to include other classrooms within the same grade or it may extend into other grades if necessary.

Eligibility for Talent Development at the primary school level is determined by data gathered and analyzed by the MTSS team and through the input and recommendations of the classroom teachers, Early Literacy Specialist and primary school administration.

### Hayesville Elementary School (3rd - 5th grade)

HES has time allotted in the daily master schedule to provide intervention and enrichment opportunities to students. During this daily block of time, students are placed into differentiated groups for either intervention or enrichment based on student needs as determined by the MTSS

## **team data analysis.**

Third grade students with advanced learning needs are provided enrichment opportunities through the Talent Development program led by the AIG Coordinator/Lead Teacher. Time for classes is built into the weekly schedule. Flexible grouping of students may extend beyond the classroom to include other classrooms within the same grade or it may extend into other grades if necessary to meet the needs of the students. Students attend TD classes four sessions per week for approximately 40 minutes each.

Eligibility for Talent Development at the elementary school level is determined by data gathered and analyzed by the MTSS team and through the input and recommendations of the classroom teachers and elementary school administration.

Fourth and fifth grade students identified as AIG students are provided enrichment opportunities through the AIG program led by the AIG Coordinator/Lead Teacher. Time for classes is built into the weekly schedule and students attend AIG classes four sessions per week for approximately 40 minutes each. Flexible grouping of students may extend beyond the classroom to include other classrooms within the same grade or it may extend into other grades if necessary.

Fourth and fifth grade students who are on the cusp of AIG identification may be invited to attend AIG classes under a Talent Development placement.

Fourth and fifth grade students who score a Level 5 on the previous year's Math EOG are provided the opportunity to participate in the Advanced Math Club. Advanced Math Club meets in the second half of the school year to complete math projects focused on advanced math topics. Students may meet with their eligible grade level peers or it may extend to the other grade level as well depending on the project.

Students who transfer to HES who have comparable math scores from other assessments are invited to attend the Advanced Math Club.

#### Hayesville Middle School (6th - 8th grade)

Students with advanced learning needs and/or AIG status who are eligible take honors courses throughout their middle school career. Besides honors courses, students who have demonstrated academic ability have the option to take a high school course. Currently, Math I is available to eligible 8th graders.

Teachers provide enrichment opportunities during the designated intervention and enrichment time (WIN) to identified AIG students, as well as to other students based on MTSS data team recommendations.

#### Hayesville High School (9th - 12th grade)

Students with advanced learning needs and/or AIG status who are eligible may take honors and/or AP courses throughout their high school career. Various CTE options are available with internships, as well as, online course options. Dual enrollment is flexible and includes online college coursework and on campus courses to give students an opportunity to graduate with an Associate's Degree along with a high school diploma.

A daily WIN intervention and enrichment time is also available to high school students. Topics and student grouping vary and depend on teacher recommendations, offerings, and student needs.

\* **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.

The AIG Local Plan is shared after it is approved by the Clay County Schools Board of Education and is posted on the district website under the AIG tab: [www.clayschools.org](http://www.clayschools.org).

An abridged version of the referral and identification process, along with service plans, is provided to the administration of each school. Resources materials are provided and updated on Google Docs.

The AIG Coordinator/Lead Teacher provides an overview at the beginning of the school year to the staff of each school. The overview includes program standards, legislation, regulations as well as, a review of the referral and identification processes. Targeted professional development is provided to teachers who demonstrate need or upon request of the administration. Topics may include information from the NCDPI AIG Booster Series, in addition to other information such as how to pursue AIG certification. Teachers who have students with a DEP are provided a copy and areas of giftedness in grade level meetings. Professional development is provided on best practices for AIG students as well. Administration of each school is provided a list of AIG students along with their areas of giftedness at the beginning of each school year and as the list is updated.

\* Practice F

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

Even though all schools have a shared campus, a clear plan on transitioning AIG students is needed. The AIG Coordinator/Lead Teacher works with school administration to coordinate appropriate transitions for AIG students.

As students are typically identified during their fourth grade year, the AIG Coordinator/Lead Teacher works with the administration of the elementary and middle schools to make sure the principals are an active part of the identification and transition process to the middle school.

The AIG Coordinator/Lead Teacher meets with grade level teams at the beginning of each school

**year to share about students who will be or have previously been served through AIG, Advanced Math Club, and/or Talent Development.** Information about areas of giftedness, social/emotional needs, specific student services, student goals, or any other pertinent details is shared with teachers who serve the student. Student work samples may be shared as well.

Transition activities are planned for students who are in second, fifth and eighth grades as they prepare to go to new schools. Activities may include a tour of the new school, introduction to new teachers, parent night and/or an introduction to new administration. At the beginning of the school year, there are open house events at each school for students and families to meet teachers and tour the classrooms. The AIG Coordinator/Lead Teacher attends in a central location to provide families with information and to answer any questions.

**Collaboration in planning transition meetings with the EC and ML departments may be necessary for gifted 2e and ML students.**

\* **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 is a means of differentiation for gifted students that goes beyond enrichment, whereas enrichment adds to existing curriculum. Acceleration allows for gifted students to be presented with the curriculum at a more rapid pace.**

If a student is being considered for acceleration and is not already identified gifted, the student will go through the screening process.

An option used at the discretion of the teacher presenting the material is curriculum compacting. This differentiation strategy is used based on the individual needs of the student and allows the teacher to adjust the pacing of material. Students who have already mastered material can move on to new content.

Other means of acceleration include subject acceleration and whole grade acceleration. This type of acceleration has to be approved on an individual basis by the administration of the participating schools per local school board policy. The Iowa Acceleration Scale, 3rd edition, is used as a guide for whole grade and subject acceleration for grades Kindergarten through eighth. State guidelines regarding early entrance to Kindergarten and first grade are followed by Clay County Schools (G.S. 115C-364).

Clay County School students can apply to attend Tri-County Early College while in eighth grade and if accepted, earn a two year college degree along with their high school diploma. Students also have the option of applying to the NC School of Science & Math. Both schools visit Hayesville Middle School for recruitment. Hayesville High School students have several other options for acceleration. Students can participate in dual enrollment and take courses through Tri-County Community College, online or on campus. Students can also take advanced courses online through North Carolina Virtual Public School (NCVPS) and North Carolina School of Science and Mathematics (NCSM). Other options include Advanced Placement (AP) coursework.

\* Practice H  
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

Our youngest students enter school in a variety of developmental stages based on their prior experience, or lack thereof, while at home. It is our duty to properly assess students and instruct them on their level, not the grade level they are assigned to based on their biological age. Teachers should also be aware of what gifted characteristics to look for in younger children as they may not always be linked to exemplary academics. A great way to observe students and their abilities is through small group interaction. Students in grades Kindergarten through third are in flexible ability groups during a designated time for either intervention or enrichment. A teacher or teacher assistant is assigned with each group to lead a lesson. Students at the highest tier in each grade are part of Talent Development enrichment group instructed by the ALG Coordinator/Lead Teacher.

Talent Development primarily uses the Sundance/Newbridge North Carolina Reading & Writing Comprehension Kits. These kits are aligned with the NC Standard Course of Study. These kits are composed of fiction and non-fiction books. Students will have the opportunity to read, to process, to make real world connections, to respond orally and in written form. The small groups allow students to challenge each other and learn to engage in friendly debate. Students also learn how to form a support system. The AIG Coordinator/Lead Teacher supplements the literacy program with math and STEAM activity enrichment when real world connections can be made. Students have the chance to use critical thinking skills along with academics to engage in problem solving activities together.

Beginning with the 2025-2026 school year, Talent Development at HPS will be divided into two class offerings: reading and math. Math enrichment will include hands-on, real world math activities using manipulatives, 3 Act Math videos, word problems, and more. A schedule will be created with principal and teacher input.

The AIG Coordinator/Lead Teacher also shares a Google document with teachers with subject specific lists of links and resources to use in their classrooms. During teacher planning times, the AIG Coordinator/Lead Teacher is available to share resources, demonstrate ideas and/or assist teachers in planning activities.

**\* Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

**Strategies for advanced learning opportunities begin in the primary and elementary schools before students are identified for the AIG program. Purposeful talent development begins in Kindergarten and extends through third grade and beyond.**

**Clay County Schools acknowledges that students enter school with different skill levels. Many**

students have not been exposed to early literacy skills in the home and need time and attention to catch up to their peers. We believe in early intervention to give all students a chance to reach their full potential. We do not want to overlook potentially gifted students that simply require intentional personalized instruction, much less inappropriately track them for the wrong services. We also recognize that developmentally not all of our students align to grade level expectations. A strong intervention and enrichment plan can help bridge the gaps identified in the early grades of primary and elementary school as well as serve the needs of students in the middle and high schools. A research based plan followed through with fidelity and rigor can ensure all of our students receive intervention and enrichment on their individual level. It also allows those students to seamlessly move from intervention to grade-level instruction to enrichment as needed.

MTSS school level data teams are an integral part of this process as those teams analyze student data and provide guidance on how to differentiate student groups. Guidance for MTSS can be found on NCDPI's website under Integrated Academic & Behavior Systems.

Talent Development for Kindergarten through third grade is provided by the AIG Coordinator/Lead Teacher through the enrichment portion of the intervention/enrichment time embedded in the master schedule as previously described. Students identified for the AIG program are served in the fourth and fifth grades and are pulled out for services by the AIG Coordinator/Lead Teacher during intervention/enrichment time. Advanced Math Club opportunities exist for eligible fourth and fifth graders. Classroom teachers are encouraged and guided to use flexible grouping and other differentiation strategies in the classroom to meet the needs of advanced learners.

Eligible middle school students are able to take honors courses in all grade levels, as well as Math I. These courses include the AIG students and advanced learners. WIN time is an additional time built into the daily master schedule intentionally used for intervention and enrichment opportunities for all students.

High school students are able to take honors courses, AP courses, dual enrollment coursework (online and on campus), online courses, CTE courses with internships and a variety of electives. WIN time is an additional time built into the daily master schedule intentionally used for intervention and enrichment opportunities for all students.

\* **Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.  
**GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)** - this grant funded program has provided numerous opportunities for AIG students, as well as, other students in our low income district. Students have been able to go on college tours, have free tutoring, participate in STEM activities, college test prep courses, cultural events, and more with this program.

Art Club - middle and high school participation with art show exhibits and field trips to museums

Chorus - middle and high school participation with competitions

Band - middle and high school concert and marching band participation with competitions and leadership opportunities

Sports - middle and high school league sports; rec league sports for primary and elementary school; variety of sports available

National Honor Society - club that focuses on student achievement and community engagement

Beta Club - high school club that focuses on leadership, character, service and achievement

**Junior Beta Club** - middle school club that focuses on leadership, character, service and achievement

**Young Harris College** - local 4 year college that hosts plays, concerts, art exhibits, sports competitions, planetarium shows, youth summer camps

**Tri County Community College** - local community college that offers an early college, dual credit courses, youth summer camp, special events

**John C. Campbell Folk School** - local folk school that offers classes ranging from blacksmithing, to cooking to quilting to contra dancing; several programs exist for youth with regular concerts, dances, and events throughout the year

**Discovery Kid's Camp** - after school and summer program available to students ages 5-12

**Truett Camp** - offers overnight summer camp opportunities for students

**Art Makers** - after school program offered to students in elementary school with an interest in art

**Music Makers** - after school program offered to students in elementary school with an interest in music and drama

**Drama Club** - after school club offered through Clay County Historical and Arts Council

**4-H** - NC Cooperative Extension offers a variety of programs throughout the year to youth 5-18

**Good News Club** - after school program for students in grades 2 - 5

Peacock Playhouse - local community theater offers opportunities for youth to be in local productions

NC Governor's School - summer residential program for gifted high school students

Western Carolina University - offers a variety of summer camps for youth

Hinton Rural Life Center - offers a variety of leadership training and service opportunities for youth

Nantahala Regional Library - offer fun summer classes for young students that include reading, Legos challenges, coloring and more!

Guest Artists - a variety of artists visit our schools to share their art and lead classes

Guest Speakers - a variety of speakers visit our schools to share their passion with our students  
Teacher Cadet Program - provides opportunities for high school students interested in pursuing a career in education

CTE - middle and high school program that provides real world training and internship experiences in a variety of careers

Mu Alpha Theta - high school math focused honor society

FBLA - high school Future Business Leaders of America club

FCCLA - high school Family, Career and Community Leaders of America club

Global Studies - middle and high school interdisciplinary club with a summer abroad trip option

Hive Book club - middle school book club

Stem-E - middle school technology club

\* Ideas for Strengthening the Standard

The middle school program has experienced the most inconsistency in regards to services over the past 3 plan cycles. Purposeful attention is being placed on middle school services to assess the effectiveness as we explore ways to best meet student needs.

The middle school principal proposed the implementation of a Battle of the Books team. The AIG Coordinator/Lead Teacher is exploring this, along with a math competition team as well.

Planned Sources of Evidence

* CCS District Strategic Plan
* NC Portrait of a Graduate
* MTSS Framework

Type	Documents	Document Link
AIG Standard 2 Additional Resources	N/A	

**Standard 3: Differentiated Curriculum and Instruction**

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

**Practice A**

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

**Students in Kindergarten through second grade at Hayesville Primary School receive enrichment literacy services in reading and writing using Sundance/Newbridge Reading and Writing kits and other materials that are aligned to NC Standard Course of Study Standards (NCSROS). Other core subjects such as math, science and social studies are integrated in with the reading and writing components. The AIG Coordinator/Lead Teacher provides enrichment instruction of these students through Talent Development classes scheduled during intervention/enrichment time.**

Leveled literacy materials are chosen according to student reading levels as determined through benchmarks and progress monitoring. For Talent Development purposes, leveled readers that are slightly above the student's reading level are often chosen to teach children to embrace challenges while providing them a safe, encouraging environment to learn. Students of similar reading ability are grouped together for instruction.

Students who represent the top tier in math of their grade levels (or recommended based on other measures) in Kindergarten through second grade will receive enrichment services specific in math beginning with the 2025-2026 school year. Students will be using a variety of tools and resources in their exploration of math topics. Talent Development in math will focus on hands-on, real world applications of math using manipulatives and word problems. Activities will be aligned to the NCSROS and will enhance what is being taught in the classroom. The standard will be referenced

to inform students what skill will be learned along with how the skill will be enriched or extended in the Talent Development group.

Students at Hayesville Elementary School participating in Talent Development and AIG classes at the third, fourth, and fifth grade levels participate in novel studies and projects led by the AIG Coordinator/Lead Teacher. A challenging chapter book is chosen based on the reading ability of the students. The book is read and explored in class in a safe, encouraging environment so new vocabulary can be learned and writing skills can be practiced. The NCSCOS standards are referenced to inform students what skill will be learned along with how the skill is enriched or extended. Students are able to engage in lively conversations while making real world connections and participate in collaborative projects while using future ready skills. Other subjects of science, social studies, math and the arts are explored and NCSCOS standard is referenced in the novel studies to meet the needs of the identified gifted students.

Also at HES, students in third, fourth, and fifth grade participate in Advanced Math Club during last half of the school year. Sessions involve enrichment and extension activities and exploration of the math NCSCOS into advanced grades. Eligible students have shown advanced skills in math and are grouped together to explore an advanced math topic and work collaboratively using future ready skills on a problem based learning project. HES administration works with the AIG Coordinator/Lead Teacher to schedule blocks of uninterrupted time for students to collaborate during intervention/enrichment time.

Hayesville Middle School students have the chance to participate in enrichment during WIN time. Enrichment is provided by the classroom teachers and qualification is based upon the recommendation of the MTSS team. Students may participate in novel studies, project/problem based learning opportunities, and/or citizen science activities. The NCSCOS is referenced to inform the students of what skill will be explored and how it will be enriched or extended. The AIG

Coordinator/Lead Teacher is available for individual and grade level meetings for more in depth training or assistance. Enrichment resources are available to teachers as well. The AIG Coordinator/Lead Teacher may also push into honors classes for small group sessions. We are currently exploring the addition of a reading and math competition club.

Hayesville High School extension and enrichment opportunities are led by teachers in class and during designated intervention/enrichment times. Students also participate in club days based on student interest.

Professional development is provided to all K-12 teachers on differentiation strategies to use in the classroom. The AIG Coordinator/Lead Teacher is available for individual and grade level meetings for more in depth training or assistance. Classroom teachers are encouraged to provide enrichment and extension opportunities to advanced students in their classrooms. The AIG Coordinator/Lead Teacher shares resources that align to the NCSCOS such as Advanced Learning Labs and Virtual Enrichment and Extension Resources from the NCDPI Advanced Learning website.

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

**Hayesville Primary School (Kindergarten - 2nd grade)**

Clay County Schools continues to employ MTSS strategies to identify, group, and instruct students based on student needs.

At Hayesville Primary School, a intervention/enrichment time is built into the master schedule for

instruction for differentiated, flexible groups. Small group instruction and centers are used frequently by teachers at HPS as part of their daily instructional practice. During this time, teachers provide explicit instruction to bridge gaps and expand learning opportunities per small group student needs. A Scholastic Leveled Book Room is available for teachers to choose group readers in variety of topics and genres. Students are exposed to fiction and non-fiction titles. The AIG Coordinator/Lead Teacher uses Sundance/Newbridge Reading & Writing Kits and alternates fiction and nonfiction titles and a variety of topics and genres aligned to the NCSCOS and student interests. Teachers have opportunities to meet with the Early Literacy Specialist and/or AIG Coordinator/Lead Teacher for classroom support during grade level planning times.

#### Hayesville Elementary School (3rd - 5th grade)

Talent Development is offered to eligible students beginning in third grade. During this time, students are provided enrichment by the AIG Coordinator/Lead Teacher. Students have the opportunity to provide input on the books and projects that will be used in class based on student interest and student reading level. The AIG Coordinator/Lead Teacher offers challenging book choices to introduce students to new vocabulary.

The AIG Coordinator/Lead Teacher provides specialized pull out services for the identified AIG students in the fourth and fifth grades. These students receive personalized services according to their identified areas of giftedness. The AIG Lead Teacher is available to work with classroom teachers to plan appropriate enrichment opportunities to enhance learning during grade level planning times. Teachers also have access to resources such as the Scholastic Leveled Book Room and i-Ready Toolkit for meeting student needs.

#### Hayesville Middle School (6th - 8th grade)

**Instructional practices used at Hayesville Middle School include small flexible group instruction during WIN time.** Within that grouping, students are able to work at a more rapid pace and challenge each other. Flexible groups are also be used in the classroom for enrichment such as project based learning opportunities, as well as curriculum compacting when appropriate.

**Classroom teachers primarily provide services for the identified AIG students in each of the grade levels.** These students receive personalized services according to their identified areas of giftedness. Classroom teachers differentiate learning opportunities in the honors classrooms as well.

**Hayesville High School (9th - 12th grade)**

**Classroom teachers provide differentiated services for identified AIG students.** Teachers are notified of individual student areas of giftedness. Professional development is provided yearly on various differentiation strategies to use. Examples of strategies that may be used include cluster grouping, project based learning, and compacted curriculum. Small flexible group instruction is used during WIN intervention and enrichment time. Topics are chosen based on student interest.

**\* Practice C**

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

**Hayesville Primary School (Kindergarten - 2nd grade)**

**1:1 Technology - iPads available for all students**

**Flocabulary - online collection of educational songs, videos, and activities**

**Imagine Learning - online program that provides support for English Learners**

**Fundations** - phonics program **Heggerty Interventions** - reading interventions

Scholastic Leveled Book Room - leveled readers for students

**Sundance/Newbridge NC Reading & Writing Comprehension Kits** - small group leveled readers with activities

**Mclass** - early literacy assessment and interventions

**Bridges** - math interventions

**i-Ready** - math assessment

**UFLLI** - phonics interventions program

**Lalio** - reading comprehension program

**Generation Genius** - science video lessons

**Second Step** - SEL curriculum

**Hayesville Elementary School** (3rd - 5th grade)

**1:1 Technology** - chrome books available for all students

**Raz-Kids** - online reading program with interactive ebooks and quizzes

**Flocabulary** - online collection of educational songs, videos, and activities

**Mclass** - early literacy assessment and interventions

**Imagine Learning** - online program that provides support for English Learners

**i-Ready** - online assessment and instruction in reading and math

**NC Check Ins** - interim assessments aligned to NC content standards

**REWARDS** - reading fluency program

**Magnetic Reading** - reading curriculum

**Do the Math** - math interventions

**Scholastic Leveled Book Room** - leveled readers for students

**Frax** - online math program

**Phonics for Reading** - phonics intervention

**Ready Classroom Math** - math program

**Ready Teacher Toolkit** - math and reading instructional resources

**Sundance/Newbridge NC Reading & Writing Comprehension Kits** - small group leveled readers

**with activities**

**Story Design STEAM Projects - book/novel studies with integrated STEAM group projects**

**Second Step - SEL curriculum**

**Memphis - certified therapy dog**

**Hayesville Middle School (6th - 8th grade)**

**1:1 Technology - chrome books for all students**

**GEAR UP - grants funds that provide resources and opportunities for low income students to increase chances of enrolling in college**

**STEM - E - youth career development program with a STEM focus**

**Art, Band, Chorus, Construction, Career Explorations, Computer Science, Coding, Health Occupations - electives offered to middle school students**

**College Foundation of NC - an online service to help prepare students for college**

**Honors Courses - offered in reading and math**

**High School Coursework - eligible 8th graders may take Math I and earn high school credit**

**Edpuzzle - interactive video lessons**

Quizziz - online quizzes and activities

IXL - online learning program used in reading, math, science and social studies

Second Step - SEL curriculum

Crouton - certified therapy dog

Hayesville High School (9th - 12th grade)

1:1 Technology - chrome books available for all students

Career & College Clubs - SEL curriculum

McGraw Hill Study Sync - ELA digital platform

McGraw Hill No Red Ink - ELA Curriculum

DeltaMath - math curriculum

ALEKS - online learning platform

MasteryPrep - test prep for ACT

Boot Camp - EOC test prep for Math I and English II

**GEAR UP** - grants funds that provide resources and opportunities for low income students to increase chances of enrolling in college

College Foundation of NC - an online service to help prepare students for college

Art, Band, Chorus, Construction, Career & Technical Education, Business, Health Occupations - variety of courses offered to high school students

Internships through CTE

Certification programs through CTE coursework

Honors/AP/dual enrollment coursework

\* **Practice D**  
Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

The Clay County Schools Strategic Plan is embedded with future-ready skill references. CCS values "a positive, safe learning and work environment, a growth mindset, and leadership by all". Furthermore, CCS believes "full potential can only be reached through teamwork". These values and beliefs are reflected in each school's improvement plan and thus, are part of the AIG departmental goals for the students served through AIG, Talent Development, and/or Advanced

**Math Club.** The NC Portrait of a Graduate serves as a resource on specific skills to reinforce in the classroom.

In addition to providing enrichment to the existing NC Standard Course of Study, students who receive services through the AIG program also focus on the following skills: thinking creatively and critically, adaptability, collaboration, communication, empathy, learner's mindset, and personal responsibility. Many of the projects students work on involve partner and teamwork and provide students ample opportunities to develop future ready skills. The books read during our novel studies allow students to make real world connections and introduce topics that prompt rich, engaging classroom discussions. Students are able to learn how to debate and advocate for and against topics in an objective manner.

Outside of AIG, students have opportunities within the district to engage in community service projects and lead through clubs at the middle and high school levels. All students at the primary, elementary, and middle schools are part of a house system based upon the work of the Ron Clark Academy. Students

participate in house games, earn points, and have the ability to learn as a teammate and leader across grade levels. The house system was incorporated as part of the PBIS (Positive Behavioral Interventions and Supports) framework and has had a positive impact on student behavior and attendance. Additionally, students have opportunities for internships and real world work experience through high school CTE coursework.

\* Practice E  
uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

**Hayesville Primary School (Kindergarten - 2nd grade)**

HPS has an established MTSS team that meets monthly to look at student data to make informed decisions regarding instruction and grouping. Data analyzed includes, but is not limited to, the

**sources below:**

**Classroom work samples, assessments, and grades**

**Brigance Early Childhood Assessment - PK**

**Teaching Strategies Gold**

**K-2 Assessments**

**Mclass benchmarks and progress monitoring - K-2**

**iReady benchmarks**

**Aptitude testing such as CogAT, RIAS-2, CTONI-2**

**Achievement testing such as WIAT-IV, KTEA-3**

**Attendance data**

**Behavior data**

**Satchel SEL Screener**

**Hayesville Elementary School (3rd - 5th grade)**

**HES has an established MTSS team that meets monthly to look at student data to make informed**

**decisions regarding instruction and grouping. Data analyzed includes, but is not limited to, the sources below:**

**Classroom work samples, assessments, and grades**

**3rd Beginning of Grade Reading Test**

**3rd Grade Read to Achieve Test**

**3rd Grade Reading Portfolios**

**SchoolNet and IXL assessments**

**STAR testing - reading**

**McClass, 3rd grade only**

**End of Grade Tests, Reading & Math**

**i-Ready assessments**

**NC Check Ins**

**Aptitude testing such as CogAT, RIAS-2, CTONI-2**

**Achievement testing such as WIAT-IV, KTEA-3**

**Attendance data**

**Behavior data**

**Satchel SEL Screener**

**Hayesville Middle School (6th - 8th grade)**

HMS has an established MTSS team that meets monthly to look at student data to make informed decisions regarding instruction and grouping. Data analyzed includes, but is not limited to, the sources below:

**Classroom work samples, assessments, and grades**

**IXL progress monitoring**

**NC Check Ins**

**EOGs**

**EOCs**

**Aptitude Testing such as CogAT, RIAS-2, CTONI-2**

**Achievement Testing such as WIAT-IV, KTEA-3**

**Attendance data**

Behavior data

SEL Satchel Screener data

Hayesville High School (9th - 12th grade)

HHS has an established MTSS team that meets monthly to look at student data to make informed decisions regarding instruction and grouping. Data analyzed includes, but is not limited to, the sources below:

Classroom work samples, assessments, and grades

NC Check Ins

EOCs

ACT

Aptitude Testing such as CogAT, RIAS-2, CTONI-2

Achievement Testing such as WIAT-IV, KTEA-3

Attendance data

Behavior data

## SEL Satchel Screener data

\* **Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

At the beginning of each school year, the AIG Coordinator/Lead Teacher meets with the classroom teachers to review the DEPs and areas of giftedness of the students served in AIG, TD, and/or Advanced Math. Discussions take place to discuss the strengths and weaknesses of each student. Additional connections may be made with support personnel such as ML and EC teachers to address the specific needs of ML and 2e students.

The AIG Coordinator/Lead Teacher provides enrichment through AIG, Talent Development, and Advanced Math classes. These classes are scheduled through the intervention/enrichment time built into the master schedule of each school. Classroom teachers also provide intervention and enrichment during the same designated time. Teachers group students across classrooms and grade levels to meet individual student needs. MTSS data teams support placement of students into appropriate groups.

Classroom teachers also provide differentiation opportunities in core classes. The AIG Coordinator/Lead Teacher provides resources via a Google Doc to all teachers and is available to meet during planning times and/or PLCs to assist in planning differentiated activities. Opportunities for honors coursework exist in middle and high schools. More links will be added to the Google Docs specific to honors level coursework using information from DPI such as the Honors Level Course Guide, Honors Level Course Development and Evaluation Tool, and Elevating Honors: Advanced learning strategies for honors level coursework.

**\* Ideas for Strengthening the Standard**

**Continued efforts are being made to strengthen core teaching so correct identification of students in need of differentiation can be made.**

**Resources via Google Docs should be continually updated and vetted for teachers to use.  
Resources should be expanded to address various levels of differentiation.**

**Planned Sources of Evidence**

* NC DPI AIG enrichment/extension resources
* NC Standard Course of Study (NCSOS)
* Differentiated Education Plan (DEP)
* Integrated Academically or Intellectually Gifted Services in a Multi-Tiered System of Support
* NC Portrait of a Graduate
* NC DPI Honors coursework resources

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

**Standard 4: Personnel and Professional Development**

**Clay County Schools (220) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.*

**As of 2024-2025 school year, the AIG Coordinator/Lead Teacher is Kimberly Worley. She is AIG certified and has administration experience.**

The AIG Coordinator has a support system in place with the AIG Advisory Board. There is direct interaction with representatives from the primary, elementary, middle, and high school, as well as, central office staff. Representatives include administration, teachers, the school psychologist, superintendent, and others from central office, as well as parent/guardian representation.

The job responsibilities of the AIG Coordinator are as follows:

- addresses the academic, intellectual, social, and emotional needs of gifted learners
- advocates for all students, including AIG and advanced learners
- creates positive relationships with administrators, teachers, students, and families
- provides district level planning and implementation of the Local Plan for the AIG Program
- participates in the evaluation of the Local Plan and documents revisions with the AIG Advisory Board
- communicates to the Board of Education on the AIG program
- represents Clay County Schools in communication with NCDPI regarding AIG
- participates and represents the AIG program in local, regional, and state meetings
- reviews and shares current professional articles, books and resources on gifted topics

- communicates information regarding AIG policies and practices to all stakeholders using a variety of methods
- plans annual professional development for AIG teachers and non-certified teachers and other nonteaching staff
- plans and leads targeted professional development to beginning teachers
- maintains accurate records, including audits, of student identification and parent permission for testing and services
- collaborates with primary and elementary administration in the selection of appropriate curriculum for the K-3 talent development program and determines guidelines for services
- collaborates with elementary school administration in the services provided for the 4th and 5th grade AIG program
- collaborates with middle and high school administration in the services provided for the AIG students
- completes yearly DEPs for AIG students on PowerSchool to ensure accurate Child Count Data
- monitors yearly performance and growth of AIG students using a variety of data
- provides support and information for teachers interested in AIG certification
- coordinates all AIG referral, screening and identification procedures with school psychologist and other involved staff
- advocate for gifted students on the MTSS school level data teams
- any other duties as requested by superintendent

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

**As of 2024-2025 school year, there is only one person serving in the role of AIG Coordinator and AIG Lead Teacher for the district.**

The job responsibilities of the AIG Lead Teacher are as follows:

- addresses the academic, intellectual, social, and emotional needs of all gifted learners
- advocates for all students, including AIG and advanced learners
- creates positive relationships with administrators, teachers, students, and families
- implements the AIG program as described in the Local Plan
- participates in the AIG Advisory Board
- participates in required AIG trainings
- reviews and shares current professional articles, books, and resources on gifted topics
- leads professional development to all staff in all four schools
- leads targeted professional development to staff assisting in talent development services
- provides and supervises services to students in K-3 talent development program
- plans and leads pull out services provided to 4th and 5th grade students
- provides support to primary and elementary teachers through planning and coaching
- provides supplemental instruction to AIG students in the middle school-provides support to middle school teachers through planning and coaching
- provides support to high school AIG students through consultation and as the Beta Club sponsor
- provides support to high school teachers through planning and coaching
- assists in the collection and analysis of data
- assists in the completion of AIG student DEPs if needed-assists in the referral and screening processes for AIG services
- meets with parents as needed and as requested

**\* 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.

**The current AIG Coordinator/Lead Teacher has the AIG add-on licensure.**

Professional development on how to effectively meet the needs of AIG students is provided minimally to all staff at the primary, elementary, middle and high school once per year. Resources are provided so that all staff can access AIG information via Google Docs.

More intense, targeted professional development is offered to beginning teachers. Topics include those covered in the Booster Shots series. Other groups that may be offered targeted professional development include ML and EC teachers as needed. Professional development includes on how to appropriately identify and serve students who may typically be overlooked. Resources are provided for reference via Google Docs.

All professional development includes a component on how to earn the AIG add on licensure and how to address the social and emotional needs of AIG students.

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

#### Hayesville Primary School (Kindergarten - 2nd grade)

There are no AIG certified teachers at the primary school. Students in need of intervention and enrichment receive it during a designated time of the day built into the master schedule. Students are part of a pull out group that may include students from other grade level classrooms or from classrooms from other grades led by the AIG Coordinator/Lead Teacher. On the days when the classroom teachers lead enrichment, students are part of a cluster group within their own classroom. The classroom teachers provide differentiated opportunities to meet the needs of the advanced students.

#### Hayesville Elementary School (3rd - 5th grade)

There is one teacher with an out of state gifted certification at the elementary school. Students in need of intervention and enrichment receive it during a designated time of day built into the master schedule. Third, fourth, and fifth grade students participate in enrichment opportunities with the AIG Coordinator/Lead Teacher on most days. On other days classroom teachers provide enrichment to

cluster groups of students. They also provide differentiated opportunities to meet the needs of the advanced students in the regular classroom setting.

#### Hayesville Middle School (6th -8th grade)

There are no teachers at the middle school with AIG certification. A designated time for intervention and enrichment is built into the master schedule. On most days, the grade level teachers provide enrichment instruction to cluster grouped students. The AIG Coordinator/Lead Teacher leads instruction to grade level pull out cluster groups and pushes into honors classrooms.

Students are cluster grouped for reading and math honors classes in each grade level. Enrichment and extension activities are provided through honors coursework. Differentiated opportunities to meet the needs of advanced students are provided by teachers in core subject areas and exploratory courses.

#### Hayesville High School (9th - 12th grade)

There are three teachers at the high school with AIG certification. A designated time for intervention and enrichment is built into the master schedule. High school teachers provide enrichment instruction to cluster grouped students. Advanced students are cluster grouped for some advanced coursework. Teachers provide differentiated opportunities to meet the needs of students in face to face classes.

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

Information regarding AIG licensure is shared yearly with staff in all schools during the school year. The AIG Coordinator/Lead Teacher keeps up to date with PRAXIS testing opportunities, information

regarding AIG coursework through Western Carolina University, and/or AIG trainings through WRESA that can be shared with any interested individuals.

\* **Practice F**

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

**Yearly professional development provided at each school includes a portion of the Call to Action resource.** Emphasis is placed on equity and excellence and how our goal is for our gifted population to mirror that of our total school population. Information on the justification for universal screenings, alternative assessments, talent development opportunities, and 2e and ML focus groups is also shared. By introducing these topics, along with the Call to Action and Strategic Actions resources, more in depth conversations can take place in smaller grouped PLC sessions throughout the year. From these conversations, we can reflect on our current mindset regarding gifted education and identify areas that need to be addressed. This process leads to examining current practices and policies regarding AIG education and strategically pinpointing areas where improvements need to be made for the benefit of the students.

\* **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 goal of the CCS AIG program is to advocate for the needs of advanced learners by identifying and removing barriers to access and opportunities.** Furthermore, we strive to emphasize that gifted students are to be served all day, every day. All teachers are accountable for meeting the needs of all of their students, regardless of ability level. Differentiation should be an expected part of instruction with a goal of growing all students by meeting them where they are.

Professional development opportunities are aligned to the goals of the AIG program. Information is provided yearly on the AIG program purpose and plan. More in depth information is provided throughout the year in staff meetings and PLC session where differentiation strategies and resources are discussed, along with social emotional support of gifted students. Further collaboration takes place with the administrators at all schools, including central office, to meet the

needs of advanced students and to support the teachers of advanced students.

MTSS teams are an integral component of the AIG program and its professional development as they provide support and advocacy for meeting the needs of students who occupy the top tier and are often difficult to grow. Professional development through MTSS often provides scaffolding for AIG professional development.

The AIG program is directly involved with the Multilingual Learner team that was formed during the 2021-2022 school year to support the implementation of the new English Language standards. In that team, AIG representation is important as the ML team also advocates for the needs of ML students. As ML is an AIG focus group, the team is aware of the importance of equitable practices for underrepresented student groups and pass on that emphasis during ML professional development opportunities.

Professional development resources are made available to staff via Google Docs for easy reference.

\* Ideas for Strengthening the Standard

There has been little interest from individuals regarding the addition of the AIG certification. Efforts need to be made to increase interest by engaging in this conversation more with teachers. This can be accomplished with increased participation in PLCs.

AIG certification should be focused more in the Beginning Teacher PLCs.

Discussions need to continue with administration on how to encourage teachers to pursue AIG certification.

Planned Sources of Evidence

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

- \* Link to WCU page on AIG pathway to certification
- \* WRESA schedule of planned events focused on AIG topics

\* Strategic Actions in Gifted Education for Multilingual Learners

\* Critical Actions to Reach & Teach Students Who are Twice Exception

\* Booster Shots Series - AIG topics

**Standard 5: Partnerships**

**Clay County Schools (220) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 5: Partnerships**

*The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local A/G 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.

AIG is represented at school events in which families are likely to attend such as registration, open house, and PTA meetings to answer questions regarding the AIG program and how it supports the academic, intellectual, social, and emotional needs of students. Resources are available to parents/guardians on these topics in the home language of parents/guardians.

Parents/guardians are encouraged to ask questions during the screening process when notification and permission forms are sent home. The AIG Coordinator/Lead Teacher schedules in person or phone meetings upon request of parents/guardians. Translation service is made available if needed.

When students place for AIG services, parents/guardians are provided several resources specific to the their child. For example, the student profile narrative for the CogAT describes the pattern of scores and gives recommendations on how to help the student excel in school. It also assigns an ability profile which gives additional information on instructional strategies. This information is provided to teachers of the student as well. Student grades and standardized test scores are reviewed as well when area or areas of giftedness are discussed. More information is provided to parents/guardians regarding how the AIG program serves their child in regard to identified areas

of giftedness. The AIG program is described in terms of resources used and how the social and emotional needs of gifted students are met. Input from parents/guardians is requested when developing the student's Differentiated Education Plan.

Information regarding the unique social and emotional needs of gifted students is shared with parents through emails, pamphlets, and/or flyers. A new "Welcome to AIG" pamphlet is being updated for the 2025-2026 school year with a variety of resources for parents to use as a reference for academic, intellectual, social, and emotional topics related to gifted students.

Throughout the school year, parents/guardians are kept up to date with AIG and Talent Development progress reports sent home along with report cards and/or progress reports. Parents/guardians have opportunities to request meetings to discuss student progress. Surveys are given to parents/guardians at least once per year in order to get feedback regarding the AIG and Talent Development program.

\* **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.

The AIG program has worked with several outside agencies and institutes of higher education in the past including NC Cooperative Extension and 4-H, Western Carolina University, Young Harris College, Tri-County Community College, GEAR UP, The Community Foundation of Western North Carolina, Clay County Community for Students, Clay County Historical and Arts Council, Target, and various local businesses.

NC Cooperative Extension/4-H - provided instruction and curriculum on goal setting, finance, teamwork, as well as opportunities for classes

**Western Carolina University** - provided information and opportunity for summer camp programs for gifted youth; college tours

**Young Harris College** - college tours

**Tri-County Community College** - provided information on summer camp programs and Early College and courses for dual enrollment

**GEAR UP** - provided curriculum and instruction for ACT practice, various field trips, tutoring opportunities, STEM family night

**Duke Energy** - STEM family night

**The Community Foundation of Western North Carolina** - Learning Links grant funded field trip and materials

**Target** - grant for field trip

**Clay Community for Students** - provided snacks, guest speakers, volunteer opportunities for students, and classroom volunteers

**Clay County Historical and Arts Council** - grant funding for student opportunities such as Drama Club

local businesses/community members - provide a place for student internships and scholarships over \$100,000 yearly

**\* 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 AIG Advisory Board consists of representatives from all four schools in the district, including teachers, administrators, and the school psychologist, in addition to central office representation, including the superintendent. There are representatives from the ML and EC department, as well as a parent/guardian representative. School level representatives are also a part of their respective school MTSS teams.

Plans are being made to extend parent/guardian representation, as well as add a community member representative. Feedback is regularly solicited from the members of the AIG Advisory Board and used for making AIG plan revisions. School level representatives assist the AIG Coordinator/Lead Teacher in making suggestions for individual school program improvements. Revisions are made based upon the suggestions and shared before presenting to the local board of education for approval.

**\* Practice D**

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

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

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

AIG program information is shared in a variety of formats depending on the nature of the information. Each school, as well as the central office, has the ability to send automated calls. Information can be posted on the individual school link and/or district website. Parent and student groups are created for email communication. The Remind app is utilized for communication as well. Appropriate information is shared using school level and central office level social media sites.

The Board of Education will be presented with a preliminary copy of the plan by mid-May of 2025

for approval before submission to NCDPI by July 15, 2025. The plan will then be released to the district for the 2025-2026 school year. The plan will be posted on the district website under the AIG tab and take the place of the previous plan.

Information is made available to parents/guardians as needed about the AIG plan and policies regarding identification and services through brochures, pamphlets, flyers and/or newsletters. Home language is used for communication. Parent/guardian/student emails are used to share AIG specific information and opportunities throughout the school year. There is AIG representation at appropriate school events throughout the year to share AIG information as well.

\* **Ideas for Strengthening the Standard**

**The AIG program needs to seek out more partnerships in the community, particularly those that can be ongoing from year to year.**

**Planned Sources of Evidence**

* Welcome to AIG pamphlet - available in all home languages
* Examples of informational emails, newsletters, and pamphlets to parents
* Spanish versions of forms

Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template N/A	

**Clay County Schools (220) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

**Clay County Schools developed a written AIG plan in accordance with state legislation and local policy based on the updated North Carolina AIG Program standards.** This plan is rewritten every three years with the input of the AIG Advisory Board. It is presented to the Clay County Board of Education for approval and then forwarded to the NCDPI Division of Advanced Learning and Gifted Education for review. The plan will be revised (if needed) based on the feedback and recommendations received from NCDPI and resubmitted to the Clay County Board of Education for approval. If there are changes then the plan revisions will be sent back to NCDPI for more feedback. The plan will be updated on the website, in schools, and made known to stakeholders. The current AIG Plan for Clay County Schools reflects the following standards and Call to Action efforts to "increase access and opportunities to increase achievement and growth for all" (<https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/call-action/equity-and-excellence>).

Standard 1: Student Identification

Standard 2: Comprehensive Programming within a Total School Community

Standard 3: Differentiated Curriculum and Instruction

Standard 4: Personnel and Professional Development

Standard 5: Partnerships

Standard 6: Program Accountability

\* **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 is responsible for monitoring the local AIG program per description of the plan in accordance with current legislation and state policies. The AIG Coordinator provides updates to the AIG Advisory Board members throughout the year on the program and student progress. An AIG newsletter is produced minimally twice a year to provide updates to the program. At the end of the school year, the AIG Coordinator meets with school level administrators and teachers to solicit feedback and plan for future programming.**

\* **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.

**Clay County Schools uses and monitors state funds allotted for the local AIG program according to state policy. No local funds, or additional funds, are available for AIG at this time.**

**All of the AIG funds are used to go towards the salary of the AIG Coordinator/Lead Teacher.**

**Any grant funds obtained by the AIG Coordinator/Lead Teacher will be used to address the needs of the students in AIG, Advanced Math, and/or Talent Development. A small grant of \$1000 was obtained for the 2024-2025 school year through the Learning Links grant. A field trip and enrichment materials were purchased to complement a novel study.**

\* **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.

The AIG Coordinator/Lead Teacher has access to school level data analyzed by the MTSS teams through school level administration. The Testing & Accountability Director is available to answer questions regarding Student Information System access and report availability to the AIG Coordinator/Lead Teacher.

Data is typically analyzed by the AIG Coordinator/Lead Teacher at the end of the school year and beginning of the school year to make informed decisions and/or suggestions regarding gifted instruction. If changes in trends are noted over time, suggestions may be made to the AIG Advisory Board members regarding equitable access and opportunities for students to gifted education.

When analyzing data, purposeful attention is given to focus groups and other underrepresented groups. Disproportionality issues are also noted and further analyzed to see if the issues are a developing trend. Typical data analyzed includes demographics, state testing data and aptitude data. Looking at this type of data the following is determined:

- gifted student demographics versus district student demographics
- growth and proficiency of gifted students taking state assessments
- CogAT percentiles of 85 or greater by gender per grade level
- students who scored Level 5 on Math EOG in grades 3 & 4
- students who scored 95th percentile or higher on any Reading, ELA, and/or Math EOG/EOC

Additional data is collected on high school gifted students that allude growth and achievement. Data collected may include the following:

- number of student internships
- number of students participating in dual enrollment
- number of college acceptances

## -successful AP course completion rates

-number of students who earned an Associate's degree

Clay County Schools has a graduation rate of 87.9% as of 2024; yet, AIG students can still be considered at-risk. Students in high school are monitored for dropout prevention. In the case of an AIG it is not common practice to remove a student. A student can be removed from a program per parent/guardian request. If a student wanted to re-enter the program after being removed per parent/guardian request, the referral process would start over again. Parents/guardians would be responsible for all new paperwork and the student may have to be reassessed after parent/guardian permission is obtained. student dropping out, the AIG Coordinator/Lead Teacher would follow up to determine why the student left school.

\* **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.

Clay County Schools has an established equitable identification practice. The CogAT, Form 7 is used in the district as the universal screener. After a screener is given, the AIG Coordinator, school psychologist, and principal analyze the scores. Unfortunately, CCS does not have a large enough yearly test group to establish local norms. Approximately, the top 25% is extended the opportunity to take the remainder of the CogAT assessment.

The CogAT does offer some accommodations for students such as Spanish directions and the Verbal score can be excluded for ML students; however, the CogAT is not the only aptitude test available for students. Other alternative tests are available for students who are or who have recently placed out of programs such as EC or ML. The AIG Coordinator may meet with the school psychologist, EC teacher and/or ML teacher for information concerning what test is most appropriate for the student. All accommodations and modifications in a student's IEP, LEP, and/or 504 plan are followed in AIG testing.

There are also alternative tests available through the school psychologist for achievement testing in lieu of using EOG and EOC scores. The AIG Coordinator may meet with the school psychologist for information concerning if the student already has alternate achievement test scores on file or what alternative testing would be appropriate.

MTSS teams in the primary, elementary, middle, and high schools also gather a tremendous amount of data that is available for use when a student is being referred to AIG or Talent Development.

Extensive demographic data broken down per school is listed in Standard 1, Practice C. Ideally, AIG representation will reflect the same demographics of the district.

As of 2024/2025, district wide in terms of students there are 54% male and 46% female. Regarding ethnicity per the district, it is as follows: 84% White, 11% Hispanic, <5% Multi-Racial, <1% American Indian, <1% Black, and <1% Asian.

As of 2024/2025, there were 112 identified AIG students in grades 4-12 located in HES, HMS, and HHS. The gender breakdown is 62% male and 38% girls. Regarding ethnicity per the AIG population, it is as follows: 95% White and <3% Hispanic, <1% American Indian, and <1% Black.

As of 2024/2025, four students (<4%) identified in AIG were current participants in the EL program. Approximately 6% of the total district population is considered ML or under first year monitoring status. Eight students (<8%) identified in AIG were also considered 2e. Approximately 14% of the total district population is identified EC.

Due to the small numbers of underrepresented students, percentages can be easily affected. If AIG

**representation is not proportional to district demographics and a trend emerges over time, identification procedures will be re-examined.**

The focus groups of ML and 2e students will remain as they comprise a larger population of our students. Also, the disproportionality of boys versus girls receiving AIG services will continue to be followed.

Once students are identified AIG, they remain in the program and are not expected to re-qualify. It is not common practice to remove a student from AIG. A student can be removed from a program per parent/guardian request. If a student wanted to re-enter the program after being removed per parent/guardian request, the referral process would start over again. Parents/guardians would be responsible for all new paperwork and the student may have to be reassessed after parent/guardian permission is obtained.

**\* 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.

Up to date documentation exists regarding personnel who have the AIG add-on license. Licensure staff communicates with the AIG Coordinator/Lead Teacher regarding current staff who add AIG certification to their existing licensure or new staff hired that have AIG certification. Staff who participate in professional development focused on AIG topics are required to sign an attendance sheet and provide feedback upon completion of professional development for documentation and CEU credit if applicable. Documentation is maintained by AIG Coordinator/Lead Teacher and Licensure staff.

**\* Practice G**

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

**Opportunities to provide feedback regarding AIG professional development are offered to teachers upon completion of each session. Feedback is offered in the form of anonymous online surveys.**

The AIG Coordinator/Lead Teacher also has ongoing communications with teachers throughout the school year on how to serve students. Input is welcomed throughout the school year on the effectiveness of the programs offered. District and school level administration and teachers are also asked to provide feedback regarding the effectiveness of the AIG program at least one time per year. This is provided during face to face meetings and in writing during evaluations.

The local school board has the opportunity to provide feedback during the AIG update presentations and throughout the school year.

Parents/guardians have several opportunities to provide feedback. At the beginning of the school year, parents/guardians have the chance to provide feedback when developing and approving student DEPs. Feedback is also solicited during parent/guardian information events. An end of the year survey is given to parents/guardians in order to get feedback regarding their views of the effectiveness of AIG program. Parents/guardians may contact the AIG Coordinator/Lead Teacher at anytime with concerns. Information gathered during these meetings, whether in person or on the phone, is documented for reference.

Students are often asked to provide feedback and input on the AIG program throughout the school year. Students may also be asked for their input on what books and topics to explore as well as on the development of rubrics. Student feedback is gathered through interviews, surveys, and/or anecdotal evidence.

**\* Practice H**

Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Each year information regarding the AIG program is shared with school and district personnel during the beginning year meetings at each school. Data specific to each school and its program is shared as well. Information regarding achievement and growth as well as student access and opportunity is shared. An AIG update is presented to the local board of education every plan cycle

or as requested. Updates are provided via newsletters minimally twice per year with all AIG stakeholders.

An updated pamphlet is created each year to include information regarding AIG and statistics specific to the program and its students. It is shared with AIG students and families. It is also be made available during open house events at the beginning of the school year. Copies are made available for the public at each school and on the district website. Multi language copies are made when necessary.

Student confidentiality is protected at all times. FERPA rules are adhered when student data is shared.

**\* Practice 1**

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.

Clay County Schools is dedicated to continually improving AIG identification, placement, and services for the benefit of gifted students. This latest plan reflects updated assessments, intensified professional development, and a purposeful talent development component to better align identification practices with gifted services. Appropriate policies, procedures, and practices are described in this plan and will be made clear to the students and their families through the referral, identification, and placement processes. This includes transfers from other schools as well.

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Process	Procedure

Informed consent for identification	<ul style="list-style-type: none"> <li>* Parents/guardians are notified of identification procedures. All notification and forms are provided in the parent/guardian's native language.</li> </ul> <p>Parents/guardians are required to provide written consent prior to any student testing and/or collection of data. Parent/guardian notification is sent prior to Universal Screening. Specific parent/guardian permission is required prior to individual student testing.</p>
Informed consent for placement	<p>Results of testing are sent to parents/guardians. Written consent is required by parents/guardians to identify a student as gifted.</p> <ul style="list-style-type: none"> <li>* Parents/guardians are notified and provided copies of all data collected during the identification process. Opportunities are provided to review all data sent with the AIG Coordinator/Lead Teacher.</li> </ul>
Transfer procedures	<p>After notification of giftedness, parents/guardians are required to sign a form agreeing to AIG services prior to rendering AIG services.</p> <ul style="list-style-type: none"> <li>* Students who transfer from an out of state or nontraditional school are assessed on an individual student basis per parent/guardian request or staff referral. The school psychologist may be asked to review existing testing information to determine if it is standardized and normed to be used in the AIG identification process. If gaps in data exist, parent/guardian permission will be obtained prior to any testing or collection of data.</li> </ul> <p>Students identified in North Carolina public schools are denoted in the Student Information System and placed into the appropriate AIG enrichment program with parent/guardian permission and input.</p>

<p>* Reassessment procedures</p> <p>The CCS ALG policy includes extensive opportunities for students to demonstrate giftedness by the inclusion of alternative testing resources. A variety of data can be used to place a student into ALG. In addition to the scope of assessments, students one the cusp of identification can qualify to receive services under a Talent Development designation and be placed on a "watch and wait" status. As new data becomes available, students can be reassessed for identification. Also, some testing can be given again in respect to the manufacturer's testing recommendations. For example, the CogAT cannot be given more than once per year without affecting the validity of the results.</p>	<p>* Procedures to resolve disagreement</p> <p><b>Procedure to Resolve Disagreements:</b></p> <p>In the case that the parent or legal guardian does not agree with the decision of Clay County Schools that a student not be identified as academically and/or intellectually gifted or if the ALG services offered are not considered by the parent or legal guardian to be appropriate, the following procedure will be utilized to solve disagreements:</p> <p>1 - School Level</p>
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\*Committee Conference - The parent or legal guardian may make a request for a conference with the school-based committee to discuss concerns. The school-based committee consists minimally of the ALG Coordinator/ALG Lead Teacher, Regular Education Teacher, and the School Psychologist. The school-based committee will review records and gather any additional information as needed. A conference will

be granted within 5 school days of the request.

\*Principal Conference - If the disagreement is not resolved through the school-based committee conference, the parent or legal guardian may make a written request for a conference with the principal. The principal will review the recommendation given by the committee and responds in writing to the parents within 5 school days.

## 2 - Central Office Level

\*Superintendent - The parent or legal guardian may appeal the Principal's decision in writing to the Superintendent within 5 days of receiving the Principal's response. The Superintendent will review the decision and respond in writing within 5 days of receiving the appeal. If the disagreement is not resolved after appeals at both levels, the parent or legal guardian may appeal to the local Board of Education.

### \* Ideas for Strengthening the Standard

CCS needs to monitor transfer student documents more closely to look for gifted testing and/or identification information.

### Planned Sources of Evidence

\* NC School Report Card

\* Local Board of Education Approval Document

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources		N/A	

\* FERPA document

**Clay County Schools (220) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

05/19/2025 

## AIG Related Documents

**Clay County Schools (220) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

Type	Required Documents Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#"><u>Local Board of Education Approval Template</u></a>	 <a href="#"><u>LocalBOEApproval</u></a>
Type	Optional Documents Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/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	

Phrase	Definition