Clay County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 17-JUN-19
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Clay County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Clay County Schools local AIG plan is as follows:

Clay County Schools Vision for local AIG program: Clay County Schools believes all children have the potential to learn. It is our responsibility to remove educational barriers, to develop 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.

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 students.

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

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**Standard 1: Student Identification**

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

**Practice A**
Develops screening and referral processes that lead to AIG identification at all grade levels.

**District Response:** Clay County Schools 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. Though established protocol existed, Clay County Schools assessed and realigned procedures to ensure student identification met program goals. The screening and referral process for K-12 was re-evaluated.

Reflecting on student data led to rationale for changing the criteria used for student screening and identification. The most recent universally screened class yielded over 18% of students identified for the AIG program. Twenty-eight students were screened. Concerns were noted when 100% of the students screened met the student motivation and student performance criteria. Twenty-seven of the twenty-eight met the student behavior criterion. Student motivation and behaviors were measured by teachers using a ratings scale. Student performance was based on classroom grades. Subjectivity is a concern when using these measures. It was noted that this was an area that needed to be addressed.

Improvements were made to update assessments and measures that were used during the previous plan. A newer version the Cognitive Abilities Test (CogAT, Form 7) was purchased so that iPads could be used for testing. Proper measures for student motivation and behaviors were purchased to use for the new cycle, as we were previously using observation checklists and sections of ratings scales to inadequately meet these needs. Student motivation and behaviors are now measured using the Gifted and Talented Evaluation Scales - Second Edition (GATES2). Upgrades to the aptitude assessment allow efficient completion of screenings. Upgrades to the student motivation and behavior measures will allow more objective results.

GATES2 is a nationally normed evaluation tool composed of five independent scales. Four of the five scales are being used to evaluate general intellectual ability, academic skills, creativity, and leadership. Artistic talent is not evaluated since we cannot identify a student as artistically gifted or provide specialized services in that area. Even though the GATES2 scales rate student behaviors and motivation, the identification areas were renamed to reflect the individual scale titles.

Next, training needs were determined to assist in the identification process. Training is provided by the AIG Lead Student Support Teacher and/or School Psychologist to teachers responsible for completing gifted and talented scales. The GATES2 Examiner Manual provides guidance on how to instruct individuals who are rating students.

Universal screening takes place during the last half of the school year for the entire second grade class. Parents will be notified prior to screening. Form 7 of the CogAT will be used. Accommodations and modifications will be provided for students with IEPs and 504s. If a student
scores a minimum of the 90th percentile any area of the CogAT screener, then the student will take
the full battery of CogAT tests with parent permission for further assessment. If a student scores in
the 90th - 94th percentile any area of the full battery CogAT, the school psychologist will follow up
with an alternative aptitude assessment, either the Wechsler Intelligence Scale for Children (WISC-
V), or Comprehensive Test of Nonverbal Intelligence (CTONI-2), depending on the needs of the
student. A minimum score of the 85th percentile in an aptitude assessment is necessary for a
student to be placed in the AIG program and receive AIG services. A minimum score in the 95th
percentile is needed as part of the placement criteria for Intellectually Gifted.
A Spanish version of the CogAT also exists for our ELL students who require it. Appropriateness for
the use of the Spanish version will be determined on individual student basis by the School
Psychologist with input from the English Language (EL) teacher.

During the following year when students are in the third grade, quantitative data will be collected
through any state tests taken throughout the year. Currently, this includes the BOG in reading and
the EOGs in reading and math. This serves as achievement data. The Woodcock-Johnson Fourth
Edition can also be used as an alternative achievement assessment at the discretion of the school
psychologist. A minimum score in the 95% percentile is required as part of placement criteria for
Academically Gifted in Reading and/or Math.

Quantitative data will be collected from the students' average grades in both reading and math. This
serves as performance data. A minimum average of 95 is required in Reading and/or Math for
placement criteria for AIG.

Additional data will be collected through gifted and talented scales from teachers who can attest to
student characteristics. If necessary multiple teachers can contribute to a single student. Due to the
possible subjectivity of these scales even with teacher training, a student would not be disqualified for
AIG services based on one teacher's ratings. Student standard scores must be in the Probable range
as part of the placement criteria for AIG.

If a student meets four of the five total indicators described, he or she will be eligible for AIG services
beginning in the fourth grade school year.

Students in other grades can be referred throughout the school year by certified staff and
parents/legal guardians. If a student is referred and is in the third grade or above, existing data will
first be collected. Grades and test scores will be gathered and analyzed. If additional data is needed,
it will be collected after parent permission is obtained.

Students in second grade or below will be considered based on individual circumstances and with
parent permission.

Students who are not already identified and score in the 95th percentile or higher in an EOG or EOC
state assessment may be considered as a referral for the AIG program with parent consent.

Transfer students, who were part of an AIG program at another school, will be reviewed individually
upon request to see if local guidelines are met. If additional data is needed, parent permission will be
obtained first.
**Practice B**
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

**District Response:** Five areas are used to identify gifted students: Student Aptitude, Student Achievement, General Intellectual Ability/Academic Skill, Creativity/Leadership, and Student Performance. If a student is eligible for AIG services, parents must agree to services and sign appropriate documentation before services can be rendered.

Elementary School (Kindergarten – 4th Grade) - 4 of the 5 criteria required

Students typically are not identified as one of the categories of AIG until third grade with services for AIG beginning in fourth grade; however, eligible students in grades Kindergarten through third will be part of talent development opportunities at the elementary school led by the AIG Lead Teacher. Talent development eligibility may be, but is not limited to, based upon student performance (mclass, class grades, district/state assessments, aptitude testing, etc) and/or teacher recommendation. Talent development will consist of enrichment courses that focus on reading, writing, and math. Students will have the opportunity to participate in enrichment courses throughout Kindergarten through third grade per eligibility requirements and course offerings. As students demonstrate a need for talent development opportunities, the AIG teacher will be able to serve those students directly, as well as, guide teachers on how to meet those students' needs in the classroom. Leading enrichment courses will also give the AIG teacher an opportunity to observe students over a period of time and support the student identification process for AIG later on.

Students eligible for grade or subject acceleration may be automatically placed in the AIG program based on data reviewed for grade or subject acceleration and parent consent. Student eligibility for grade or subject acceleration will be determined on an individual basis in grades Kindergarten through eighth and is described in more detail in Standard 2, Practice G.

**Student Aptitude**

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

- The WISC-V can be used if the student does not meet the above criteria. Scoring must be 95th percentile in Verbal Comprehension Index, Visual Spatial Index, or Full Scale IQ.

- The Comprehensive Test of Nonverbal Intelligence, 2nd Edition (CTONI-2) can be used for students who may have language or hearing issues, including students who are on the spectrum. Composite score must be 95th percentile or greater.

**Student Achievement**

- Scoring must be 95th percentile or greater in Reading and/or Math using the State End-of-Grade
Assessment score  (3rd grade BOG Reading score can be used as well)

- The Woodcock-Johnson Fourth Edition can be used if the student does not meet the above criteria. Scoring must be 95th percentile or greater in Reading and/or Math.

General Intellectual Ability/Academic Skill

- The two scales 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 for AIG placement.

Creativity/Leadership

- The two scales 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 for AIG placement.

Student Performance

- Scoring must be 95% class average Reading and/or Math.

Middle School (5th grade– 8th Grade) - 4 of the 5 criteria required

Students who are not already identified AIG and score in the 95th percentile or higher in an EOG state assessment may be considered as a referral for the AIG program with parent consent. Students eligible for grade or subject acceleration may be automatically placed in the AIG program based on data reviewed for grade or subject acceleration and with parent consent if they are not already part of AIG.

Students eligibility will be determined on an individual basis in grades Kindergarten through eighth and is described in more detail in Standard 2, Practice G.

Student Aptitude

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

- The WISC-V can be used if the student does not meet the above criteria. Scoring must be 95th percentile in Verbal Comprehension Index, Visual Spatial Index, or Full Scale IQ.

- The Comprehensive Test of Nonverbal Intelligence, 2nd Edition (CTONI-2) can be used for students who may have language or hearing issues, including students who are on the spectrum. Composite score must be 95th percentile or greater.

Student Achievement

- Scoring must be 95th percentile or greater in ELA and/or Math using the State End-of-Grade Assessment score  (5th & 8th grade Science EOG scores can be used as well at 95th percentile or
greater)

-The Woodcock-Johnson Fourth Edition can be used if the student does not meet the above criteria. Scoring must be 95th percentile or greater in Reading and/or Math.

General Intellectual Ability/Academic Skill

-The two scales 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 for AIG placement.

Creativity/Leadership

-The two scales 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 for AIG placement.

Student Performance

-Scoring must be 95% or greater in an English Language Arts and/or Math course.

High School (9th – 12th Grade) - 4 of the 5 criteria required

Students who are not already identified AIG and score at the 95th percentile in an English or Math EOC state assessment may be considered as a referral for the AIG program with parent consent.

Student Aptitude

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

-The WISC-V can be used if the student does not meet the above criteria. It can be used on a student through age 16. Scoring must be 95th percentile in Verbal Comprehension Index, Visual Spatial Index, or Full Scale IQ.

-The Comprehensive Test of Nonverbal Intelligence, 2nd Edition (CTONI-2) can be used for students who may have language or hearing issues, including students who are on the spectrum. Composite score must be 95th percentile or greater.

Student Achievement

-Scoring must be 95th percentile or greater in using the State End-of-Course Assessment score in an area of English and/or Math.

-The Woodcock-Johnson Fourth Edition can be used if the student does not meet the above criteria. Scoring must be 95th percentile or greater in Reading and/or Math.
General Intellectual Ability/Academic Skill

- The two scales 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 for AIG placement.

Creativity/Leadership

- The two scales 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 for AIG placement.

Student Performance

- Scoring must be 95% or greater in year-end average in an English and/or Math course.

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

Students meeting the criteria in Achievement only are identified as Academically Gifted (AG).
Giftedness in Reading is denoted (AR). Giftedness in Math is denoted (AM). Giftedness in both Reading and Math is denoted (AMR).

Students meeting criteria in both Aptitude and Achievement are identified as Academically and Intellectually Gifted and are identified as (AI).

Further designation of academic area of giftedness can be added to denote Reading (AIR) or Math (AIM).

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

District Response: Clay County School district is composed of three schools - elementary, middle and high located on a common campus with a total student population of almost 1,400. This is the only public school district located in the entire county.

The elementary school is the largest with a student population of approximately 560 and serves grades Pre-Kindergarten through fourth. Hayesville Elementary qualifies as a Title 1 school with over 64% of the student population receiving free or reduced lunch benefits. Demographics for HES are as follows: .2% Asian, .8% American Indian, 1.2% Black, 2.5% two or more races, 9.7% Hispanic, and 85.6% White. Thirty-one students are identified as English Language Learners (ELL). Currently we do not have any students identified in the elementary school for AIG. Almost 16% of the elementary school population qualifies for EC services and there are seven students on the autism
spectrum either served with an IEP or 504. There are no Twice-Exceptional (2e) students at HES.

The middle school has a student population of approximately 450 and serves students in grades fifth through eighth. Hayesville Middle does not qualify as a Title 1 school but has over 55% of its students receiving free or reduced lunch benefits. Demographics for HMS are as follows: .2% Asian, .5% American Indian, .7% Black, 1.6% two or more races, 8.3% Hispanic, and 88.7% White. Twenty students are identified as ELL. Almost 13% of the student population at HMS is part of the AIG program. Fifty-seven students are served in the AIG program at the middle school. Fifty-four students are identified White and three are identified Hispanic. Over 26% of the middle school AIG population is considered economically disadvantaged qualifying for free or reduced lunch benefits. Fifth grade has almost 18% of the student population identified AIG. Sixth grade has over 13% of the student population identified. Seventh grade has over 10% of the population identified. Eighth grade has almost 10% of the population identified. One student who receives ELL services is also part of the AIG program. Over 13% of the middle school AIG population qualifies for EC services and there are four students on the autism spectrum either served with an IEP or 504. There are no 2e students at HMS.

The high school has a student population of approximately 360 and serves grades ninth through twelfth. Hayesville High does not qualify as a Title 1 school but has over 40% of its students receiving free or reduced lunch benefits. Demographics for HHS are as follows: .6% Asian, .6% American Indian, 1.2% Black, .8% two or more races, 4% Hispanic, and 92.8% White. Five students are identified as ELL. Over 8% of the total student population at HHS is identified AIG. Thirty students are in the AIG high school program and all are identified as White. Over 16% of the high school AIG population is considered economically disadvantaged qualifying for free or reduced lunch benefits. Ninth grade has approximately 6% of the student population identified AIG. Tenth grade has approximately 9% of the student population identified. Eleventh grade has approximately 7% of the population identified. Twelfth grade has approximately 11% of the population identified. Over 14% of the high school population qualifies for EC services and there are eight students on the autism spectrum either served with an IEP or 504. There are no 2e students at HHS.

There are two groups of students that have been identified as needing intentional response: English Language Learners (ELL) and potential Twice-Exceptional (2e) students. According to data analysis, including conversations with providers of ELL and EC students, more focus needs to be placed on these two under-represented groups so we are not failing to identify and serve potentially gifted students.

Highly Gifted is an area of continued discussion among the members of the AIG Advisory Board. Local data will need to continue to be analyzed to see if we have a population to identify and a need to provide extended AIG services to this potential group. Discussions will need to determine what criteria may be used to identify a student as highly gifted and what services could be provided beyond the regular AIG services to meet highly gifted student needs.

Student Aptitude is first assessed using the CogAT screener, then the full battery CogAT. Procedures are in place so that if a student scores between the 90th and 94th percentile, the student may be further screened using the WISC-V or CTONI-2. CTONI-2 is a nonverbal test which may help identify students in under-represented populations. It is an appropriate assessment used for students who have impairments involving language and/or motor abilities.

The CogAT can also be given in a computer read Spanish version to ELL students who require this
accommodation as determined by the EL teacher and the School Psychologist on an individual student basis.

Talent development in Kindergarten through third grade will be focused on literacy enrichment and will begin in the 2019/2020 school year. Currently we have better data in that area to identify students who would benefit from above grade level instruction in reading and writing. We plan to expand the program to include math enrichment the following school year.

An extensive professional development plan is in place to make sure all staff receive yearly training on how to identify and serve AIG students. More intensive professional development is planned for beginning teachers.

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

District Response: Great strides have been taken to increase awareness of AIG student needs in Clay County Schools. To make sure that the procedures involved in the screening, referral, and identification processes are clear and known, the AIG Lead Teacher/Coordinator joined with the MTSS team to create the AIG Advisory Board. At these meetings, AIG information is shared with the elementary, middle, and high school as there are administration, support staff, and teacher representatives present on the team from each school and central office.

The MTSS team/AIG Advisory Board keep advanced learners in mind as they continue to work through the MTSS process and plan its implementation. Professional development will be provided to pertinent staff persons on the the screening, referral, and identification process beginning in the 2019/2020 school year. Reference resources will be created and provided at the training and made available at each school in paper form and online.

AIG records are stored in the AIG Coordinator's office and are maintained by her as well. Satisfactory procedures are in place for storing documentation for current students in the AIG program, as well as for students who were referred but not identified.

The AIG Coordinator monitors the existing student files through a yearly audit using a checklist. When the service plan for the school year is added each fall, a checklist is used to make sure documentation is present and in order in each student file.

New student files are created by the AIG Coordinator and/or AIG Lead Teacher using the checklist to make sure all necessary information is present and in order.

The AIG Coordinator and/or AIG Lead Teacher works closely with the School Psychologist during the screening, referral, and identification processes. This ensures that information has been seen by at least two people and checked for accuracy when scores are transposed for documentation.
**Practice E**
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large.

**District Response:** Communication of the AIG student screening, referral, and identification processes will be made known via the district website as of the 2019/2020 school year. The processes will also be reviewed with the staff of each school during the beginning of the year staff meetings. Resources will be provided and made available in paper form at each school and online.

Communication to parents will be made available via the district website and available in paper form (including Spanish versions if necessary). Information will be made available to all schools during open house, registration, and any other appropriate events. When possible, the AIG Coordinator, AIG Lead Teacher and/or AIG representative will be present to answer questions. AIG information will also be provided to families who have students who transfer into the Clay County School District. Information will also be given to the EL teacher and EC teachers as they will be important in helping refer potentially gifted ELL and 2e students.

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

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

PowerSchool is also utilized to tag identified AIG students and develop DEPs annually.

Documentation of the referral and identification process may include the following forms: Screening/Nomination Form, Initial Nomination/Needs Determination, Parent Permission for Assessment, Eligibility, Student Eligibility Profile, Summary of Results, and Placement Record/Parent Permission for Differentiated Services. A checklist is used to make sure all forms are included in the file and are in the correct order for easy reference.

Information is shared with parents when we meet after all the documentation has been gathered and eligibility is determined. Parents will be provided a copy of AIG documentation and additional forms will be signed and shared if the student places in the AIG program. No services will be rendered until appropriate documentation is signed by the parent or legal guardian.

**Ideas for Strengthen the Standard:** As new assessments and measures are being implemented, the data needs to be monitored to ensure we are reaching our target of the top 10% of our population. The AIG population must be a part of our data meetings in all three schools and part of the MTSS plan. We also need to make sure we are using the alternate assessments we have in place to reach
potentially under-represented populations of Twice Exceptional (2e) and English Language learners (ELL). The AIG Advisory Board should continue to explore data to see if we need to identify and serve a highly gifted group in the future.

**Sources of Evidence:** Annual universal screening data, EOG/EOC testing data, local norms, referrals, other data sources; AIG Advisory Board meeting agendas
Standard 2: Comprehensive Programming within a Total School Community

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

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Elementary School (Kindergarten - 3rd Grade)

Hayesville Elementary School plans to include a mandatory intervention/enrichment time into their master schedule for Kindergarten through third grade beginning in the 2019/2020 school year. The focus of the intervention/enrichment time will first begin with literacy (reading and writing) instruction. Embedded in literacy instruction, students will also work on critical thinking, collaboration, creative thinking, problem solving and other future ready skills. Writing is an identified area of weakness across all grade levels and student skill levels. An intervention/enrichment time for math is planned for the following school year. This will be an area of continued discussion with the elementary school administration. Until an intervention/enrichment time for math is incorporated into the schedule, classroom teachers will provide differentiated math instruction to their students.

Students who are identified for AIG prior to fourth grade will be served through talent development enrichment classes with advanced learners and separately through pull out services with the AIG Lead Teacher.

The AIG Lead Teacher will serve and supervise the enrichment level groups in Kindergarten through third grade by providing literacy and supplemental instruction. The AIG Lead Teacher will follow up with classroom teachers on how to provide extra support for those students in the classroom as well. Small group size will give the AIG Lead Teacher an opportunity to get to know individual students, to provide appropriate services, and to contribute to recommendations for AIG during the student referral and identification processes.

The AIG Lead Teacher will also be involved in specific professional development as needed to train and to remind elementary school teachers of how to appropriately identify and educate gifted students. Professional development will also include how to identify and support the unique social and emotional needs of AIG students. Currently we do not have have any AIG certified teachers at the elementary school level. Teachers will be guided on how to use differentiation strategies such as cluster grouping in the classroom to meet the needs of advanced learners. More intense, targeted instruction will be provided to beginning teachers.

Elementary School (4th Grade)

The AIG Lead Teacher will serve students identified for AIG beginning their fourth grade year.
Services provided will be determined by the AIG area of identification of each eligible student. Students may participate in academic contests, project based learning opportunities, STEAM projects, teamwork activities, advanced math and reading enrichment, service learning projects, entrepreneurship projects, etc. Appropriate social and emotional instruction and support will be provided based upon the individual needs of the AIG group served.

Middle School (5th - 8th Grade)

Hayesville Middle School currently has five teachers certified in AIG. The AIG certified staff, along with the rest of the staff, can best meet the needs of middle school AIG students by providing direct services to them. The rationale for not pursuing a pull out program is to allow the students to stay in regular schedule of classes and not have to choose between an elective/Encore or attending AIG. In the past students have missed elective classes, such as chorus or band, to attend AIG or missed Encore work time and it has caused stress on some of the students. It also impacts their ability to fully participate in the program.

AIG students are clustered with advanced students for Honors Courses and are given priority in taking the STEAM elective. The schedule of HMS also includes an Encore time in each grade level that is a flexible time that allows students to receive intervention and enrichment per individual need. AIG services could be provided during this time in a student's area of giftedness. The AIG Lead Teacher can also provide supplemental instruction during this time as well as special events per fund availability.

The AIG Coordinator and/or AIG Lead Teacher will provide Differentiated Education Plans (DEPs) to the middle school staff responsible for instructing AIG students and will review the area of giftedness for each student. Service plans will be discussed as well as how to meet student needs.

The AIG Coordinator and/or AIG Lead Teacher will provide professional development to all middle school staff at the beginning of the school year on how to appropriately meet the academic, social, and emotional needs of AIG students. The AIG Lead Teacher will be available throughout the year and will plan periodic check ins with middle school teachers for planning support.

High School (9th -12th Grade)

Hayesville High School currently has no teachers certified in AIG. The AIG Coordinator or AIG Lead Teacher will provide professional development to all high school staff at the beginning of the school year on how to appropriately meet the academic, social, and emotional needs of our AIG students. Teachers use strategies such as higher order thinking skills, project based learning, open-ended assignments, cooperative learning, curriculum compacting, and cluster grouping to meet the needs of the advanced learners and gifted students they instruct.

Differentiated Education Plans (DEPs) for all students will be completed yearly in PowerSchool and provided to all staff who provide instruction and guidance to gifted students.

Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.
District Response: Elementary School (Kindergarten - 3rd Grade)

The AIG Lead Teacher will be in contact with each classroom teacher of Kindergarten through third grade as she will be providing enrichment literacy services to eligible students beginning in the 2019/2020 school year. The AIG Lead Teacher will also be involved in conversations on how to extend talent development to include math in the future.

The AIG Lead Teacher will be in communication with the EC teachers as well as the district EL teacher if enrichment services were to include students served by those departments.

Specific professional development will be provided to EC and EL staff regarding their role in targeted identification of under-represented students for future AIG services.

Elementary School (4th Grade)

The AIG Lead Teacher will be in contact with each classroom teacher of the fourth grade as he/she will be providing AIG services to eligible students. Students' identification will be made known to classroom teachers and anyone else providing services to the student by sharing student DEPs. Professional development will be provided to teachers on how to differentiate in the classroom to meet the specific needs of each AIG student according to individual area of giftedness.

The AIG Lead Teacher will also be in communication with the EC department teachers as well as the district EL teacher if enrichment services were to include students served by those departments.

Middle School (5th - 8th Grade)

The AIG Coordinator and/or AIG Lead Teacher will provide professional development to the middle school staff on how to carry out AIG services for students based upon individualized student DEPs. The unique social and emotional needs of gifted students will also be covered. DEPs will be shared with the classroom teacher as well as with anyone else providing services to the students. Each grade level team has common planning time and can plan with the assistance of the AIG Lead Teacher if needed on how to provide services to students based upon area of giftedness. AIG certified teachers can also serve as an additional resource to their teaching peers.

Services will be provided by classroom teachers throughout the day. Students can receive services during Encore time that is part of the daily schedule. This is time allowed for individualized intervention and enrichment for students. Grade level teams can provide services by extending classroom work making enrichment more meaningful and teachers can hold students accountable.

The AIG Lead Teacher will also be in communication with the EC department teachers as well as the district EL teacher if enrichment services were to include students served by those departments.

High School (9th - 12th Grade)

The AIG Coordinator and/or AIG Lead Teacher will provide professional development to the high school staff on how to carry out AIG services for students based upon individualized student DEPs as well as the unique social and emotional needs of gifted students. DEPs will be shared with subject
teachers as well as with anyone else providing services to the student.

Hayesville High School currently has no teachers certified in AIG; however, a variety of options exist for advanced learners and AIG students. Students currently have the following options: Early College, Honors courses, AP courses, Dual Enrollment with Tri-County Community College, online courses with NCVPS, NC School of Science & Math, CTE courses including internships, and challenging electives such as Aviation.

The AIG Advisory Board has identified two groups of students as needing intentional response district wide: English Language Learners (ELL) and Twice Exceptional (2e). We are working with the EL teacher and the EC department to develop appropriate practices to better identify and serve these groups.

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

District Response: Elementary School (Kindergarten - 3rd Grade)

Students with advanced learning needs will be provided enrichment opportunities through the intervention/enrichment literacy plan, which will be built into the daily schedule at the elementary school beginning with the 2019/2020 school year.

This block of time will become part of the required 90 minute block of literacy and we will set a goal of having intervention/enrichment time at a minimum of three days per week. Enrichment time will help develop the talents of students who are eligible for advanced learning opportunities as evidenced by data such as above grade level TRC scores per mclass assessments given at beginning, mid and end of school year. Initially students will be grouped based on TRC scores. Students can be nominated for enrichment in other ways as described in Standard 1, Practice B.

Students will be placed in small groups of no more than six if possible to receive advanced instruction in literacy. Flexible grouping of students will extend beyond the classroom to include other classrooms within the same grade or it may extend into other grades.

Instruction beyond the intervention/enrichment time may include flexible grouping, sometimes within a class or with other classes to meet the needs of students. Grouping decisions and instruction are driven by data. Regularly scheduled data meetings will be held in all grade levels and will begin with the 2019/2020 school year at the elementary school.

The AIG Lead Teacher, along with the elementary school administration, will continue to explore the expansion of intervention/enrichment to include math in the future.

Elementary School (4th grade)

The AIG Lead Teacher will work with administration to make sure the needs of students who score a Level 5 on the Grade 3 Math EOG are being met. Flexible grouping in the classroom or among
classrooms may benefit these students to provide accelerated math opportunities.

Students who demonstrate above grade proficiency will be given opportunities in class, along with AIG students, through flexible grouping to expand their learning. The AIG Lead Teacher can assist teachers with these opportunities. Grouping decisions and instruction are driven by data. Regularly scheduled data meetings are held in all grade levels.

AIG field trips, guest speakers, and special AIG events will supplement the learning experience of AIG students and give them the opportunity to interact with gifted peers in other grades.

Middle School (5th - 8th grade)

Students with advanced learning needs and/or AIG status who are eligible may take Honors courses throughout their middle school career. Besides Honors courses, students who have demonstrated academic excellence will have priority to certain electives courses such as STEAM class.

High School (9th - 12th grade)

Students with advanced learning needs and/or AIG status who are eligible may take Honors and 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.

Practice D

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

District Response: AIG information will be communicated among staff of Clay County Schools in several different ways. There is representation from all three schools, as well as the central office, on the AIG Advisory Board. The AIG Local Plan will be shared and approved by the Clay County Schools Board of Education.

AIG Resources regarding referrals, screenings, and services will be posted on the county website. Hard copies of resources will be placed at each school. Abridged versions will become part of staff handbooks. The AIG Lead Teacher, and any other support AIG teachers, will be provided a resource handbook of materials.

The AIG Lead Teacher will provide an overview at the beginning of each school year to staff of each school. Targeted professional development will be provided to teachers who demonstrate need or upon request. All beginning teachers will receive specialized professional development on various AIG topics throughout their provisional license time. Topics will include all the information from the Booster Series, in addition to other info such as how to pursue AIG certification.

Teachers who have students with a DEP will be provided a copy and shown where to access the information on PowerSchool. Professional development will be provided on best practices for AIG
students.

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

**District Response:** Even though all schools have a shared campus, a clear plan on transitioning AIG students is needed. The AIG Coordinator and/or AIG Lead Teacher will work with the school administration to coordinate appropriate transitions for AIG students.

As students are typically identified at the end of the third grade year, the AIG Lead Teacher will work with the administration of the elementary school to make sure AIG students are distributed among fourth grade classes the following school year. The AIG Lead Teacher will also meet with the fourth grade team to let them know who will be served through AIG. This information will be reviewed at the beginning of the school year. Specific professional development will be provided as well.

As students move from elementary to middle school, the AIG Lead Teacher will schedule a time for the fourth grade AIG students to visit the middle school prior to the end of the school year. There the students will meet the fifth grade team. A follow up meeting will take place with the teachers and the AIG Lead Teacher to review current DEPs. At the beginning of the following school year, the AIG Lead Teacher will provide copies of the new DEPs to the fifth grade teachers and review plans with them to make sure they understand each student’s area of giftedness and to discuss how their services are to be provided.

A certified AIG teacher will supervise the transitions of the other middle school students to the following grades. Teachers who have provided instruction to AIG students will speak to the teachers in the following grade regarding each gifted student. The AIG Lead Teacher will provide DEPs for all students.

A certified AIG teacher will transition AIG students to the high school by introducing them to the administration and counselor as well as to instructors. The AIG Lead Teacher will provide DEPs for all students. The AIG Coordinator and/or an AIG certified teacher will be prepared to assist students in the selection of appropriate coursework if needed.

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

**District Response:** Students who are a part of the AIG program need to be aware of the social and emotional issues that can often affect students who are academically and/or intellectually gifted. Self awareness is part of the educational process we owe the students and should be part of the curriculum we teach. Just as we take the time to provide professional development on characteristics of gifted students to our teachers, we should do the same for our students and teach them strategies
on how to cope with some of their more difficult feelings. Often they are not aware that what they are feeling is normal for a gifted adolescent. Providing education and support for social and emotional issues needs to be part of the prevention plan and not an afterthought when something happens.

The AIG Coordinator, AIG Lead Teacher and/or AIG certified teachers will provide yearly, age appropriate instruction for AIG students regarding social and emotional issues that often coincide with characteristics of gifted students. Teachable moments will be taken advantage of and students will be encouraged to process their emotions and plan appropriate responses.

Professional Development provided to teachers will need to include 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 students.

Resources should be made readily available to staff regarding the subject and shared via hard copy and Google Docs.

A support team has been formed and trained that consists of AIG Coordinator, AIG certified teachers, school administration, school counselors, and the school psychologist. Members of the support team are familiar with the unique needs of the AIG students and resources available to meet their needs. The EL teacher will also be trained and prepared to provide translation services if needed. The team will be prepared to assist any AIG certified teacher in meeting AIG student needs.

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

**District Response:** Acceleration 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.

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 school. The Iowa Acceleration Scale, 3rd Edition, will be 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).

Eligible students in elementary and middle school are invited to join the Duke Talent Identification Program by the AIG Coordinator. Duke TIP offers content-based acceleration courses and above level testing opportunities to students.
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 NCVPS. Other options include AP coursework.

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

**District Response:** Strategies for advanced learning opportunities begin in the elementary school before students are identified for the AIG program. Purposeful talent development begins in Kindergarten and extends through third grade.

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 some additional personalized instruction, much less inappropriately track them for the wrong services. We also recognize that developmentally all of our students do not align to grade expectations. A strong intervention and enrichment plan can help bridge the gaps identified in the early grades of elementary school. 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.

Talent development for Kindergarten through third grade will be provided and/or supervised by the AIG Lead Teacher through the enrichment portion of the intervention/enrichment time embedded in the master schedule as described in Standard 2, Practice C. Students identified for the AIG program will be served in the fourth grade and will be pulled out for services by the AIG Lead Teacher. Classroom teachers will be encouraged and guided to use cluster 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 given priority in select electives such a STEAM. These courses generally include the AIG students and advanced learners. Encore time is an additional time built into the daily master schedule that gives teachers time to work with students individually or in small groups. This time is often used for enrichment opportunities for 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
including Aviation.

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

**District Response:** Throughout the school year, AIG students will have guest speakers from community organizations, such as NC Cooperative Extension 4-H, on extracurricular opportunities. The AIG Coordinator and/or AIG Lead Teacher will continue to find more connections in the community to offer opportunities for our students outside of school.

Students who are eligible are encouraged to participate in the Duke TIP offerings. They have enhanced and accelerated extra-curricular opportunities including online courses and on campus programs. Parents also are provided a wealth of resources and can sign their child up for an early test opportunity for the pSAT, ACT or SAT. The AIG Coordinator sends out invitations to all eligible students in grades fourth, sixth, and seventh. Financial aid documentation is provided for eligible students. Students must score in the 95th percentile or above on a nationally normed assessment to participate in Duke TIP.

Eligible rising Seniors are made aware of NC Governor's School summer residential opportunity and are encouraged to apply if interested. Global travel for students is possible through the annual Denmark Student Exchange Program and China Cultural Experience.

**Ideas for Strengthen the Standard:** It would be beneficial if the middle school had more options available for advanced learners such as online classes and high school course opportunities. The high school would benefit from more Advanced Placement (AP) and Credit by Demonstrated Mastery (CDM) courses options for advanced learners.

**Sources of Evidence:** Middle school and high school course offerings.
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: Elementary School (Kindergarten - 4th grade)

The master schedule at Hayesville Elementary School will be adapted to include a mandatory intervention/enrichment literacy time during the 90 minute reading block for students in Kindergarten through third grade beginning in the 2019/2020 school year. During this time, students will be ability grouped per results from mclass testing or comparable literacy testing. Students who test above their reading level will receive enrichment literacy services in reading and writing using Sundance/Newbridge Reading and Writing kits and other materials that are aligned to Common Core standards. The AIG Lead Teacher will provide and/or supervise instruction of these students. Plans to explore a formal math intervention/enrichment time built into the schedule will be discussed for the future; however, enrichment ability groups may still be used in individual classrooms to meet the needs of those students who excel in math.

Eligible fourth grade students will participate in a formal AIG class led by the AIG Lead Teacher and offer enrichment and extension activities based upon the identification levels of the students and the NC Standard Course of Study. Students will be able to use what they learn in school to real world applications through STEM projects, project based learning opportunities, entrepreneurship projects, math and reading activities, writing competitions, and more. Guest speakers and field trips will further enrich student learning when funds are available.

Ability grouping will be used in the classroom, along with differentiation, to meet the needs of AIG students and advanced learners. There are no AIG certified teachers at the elementary school; thus, professional development will be provided to the elementary teachers on how to provide differentiated instruction, such as curriculum compacting, to students who demonstrate above grade level proficiency. The AIG Lead Teacher will be available to model how to enrich and/or extend classroom assignments to meet the needs of these students.

Policies are in place for subject and grade acceleration for eligible students who would benefit from accelerated learning options. See Standard 2, Practice G for a description.

Middle School (5th - 8th grade)

The master schedule at Hayesville Middle School includes Honors courses for Math and ELA at each grade level. Preference is also given to high achieving students to take a STEAM based elective. There is also an Encore time built into the daily schedule for each grade level for intervention and
enrichment. During this time, AIG students can receive services by classroom teachers. The classroom teachers are not only able to differentiate within the classroom, they can provide extension and enrichment opportunities during Encore to meet the specific areas of giftedness of individual AIG students. Opportunities may include project based learning, writing and public speaking contests, entrepreneurship projects, and STEAM projects.

The AIG Lead Teacher is also available for extra support and to provide supplemental instruction and professional development when needed.

Policies are in place for subject and grade acceleration for students who would benefit for accelerated learning options. See Standard 2, Practice G for a description.

High School (9th - 12th grade)

The class offerings at the high school include Honors courses, AP courses, CTE courses with internship opportunities, Dual Enrollment, Early College, and online classes. Once students are in Dual Enrollment at Tri-County Community College, they are encouraged to take either online or on campus classes during the summer of their Junior and Senior year so they can obtain as many transfer hours as possible or possibly earn an Associates Degree. The Early College provides an integrated approach to education with many enrichment and extension activities for students enrolled there. They also earn an Associates Degree along with a High School Diploma during their Senior year. Students at Hayesville High School may take some courses that integrate with other courses, especially those that are technology focused. Many of the elective courses offer enrichment and extension activities, such as the Aviation course.

Professional development will be provided yearly to the high school staff to encourage the use of differentiation strategies with advanced learners.

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

**District Response:** Elementary School (Kindergarten - 4th grade)

Instructional practices that will be used at Hayesville Elementary School beginning with the 2019/2020 school year will include small ability group instruction used during the enrichment literacy time. Within that grouping, students will be able to work at a more rapid pace and challenge each other. Ability groups may also be used in the classroom for enrichment, as well as curriculum compacting when appropriate. Data will drive instruction.

The AIG Lead Teacher will provide specialized pull out services for the identified AIG students in the fourth grade. These students will receive personalized services according to their identified areas of giftedness. The AIG Lead Teacher will be available to work with classroom teachers to plan appropriate enrichment opportunities to enhance learning.
Professional development will be provided to all elementary school teachers on various instructional practices to use in the classroom to meet the needs of gifted students.

Middle School (5th - 8th grade)

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

Classroom teachers will provide services for the identified AIG students in each of the grade levels. These students will receive personalized services according to their identified areas of giftedness. Classroom teachers will differentiate learning opportunities in the classroom when needed as well. The AIG Lead Teacher will provide supplemental small group instruction when needed and be available to help teachers in planning appropriate activities.

High School (9th - 12th grade)

Classroom teachers will provide differentiated services for identified AIG students. Teachers will be notified of individual student areas of giftedness and provided a copy of student DEPs. Professional development will be provided yearly on various differentiation strategies to use. Examples of strategies that may be used include cluster grouping, project based learning, and compacted curriculum.

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

District Response: Elementary School (Kindergarten - 4th grade) - Evidence-based resources used to enhance student learning opportunities for gifted learners.

DEP (Differentiated Education Plan)

1:1 Technology - ipads for all students to use while at school

Open eBooks - online library resources to provide enrichment reading options

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

Flocabulary - online collection of educational songs, videos and activities

Star Reading Program - online reading assessment

Moby Max - online math skill builder

Reflex - online math fact fluency practice
Vocabulary A to Z - online vocabulary program

Reading A to Z - online reading program with books, assessments, and resources

mclass - state assessment for K - 3rd; includes activities

Sundance/Newbridge NC Reading & Writing Comprehension Kits - literacy enrichment program for K - 3rd grade

Go Math! - Math curriculum

Fundations - Wilson reading, spelling, and handwriting program

Fountas and Pinnell books - leveled readers

Comprehension Toolkit - reading comprehension supplement

STEM-E - club to engage students in Science, Technology, Math, Engineering, and Entrepreneurship

Duke TIP - Teachers Workshop materials created specifically for gifted learners

WRESA SMART Tank Entrepreneurship Challenge - involves teamwork, writing a business plan, public speaking

NC Coop Extension Soil & Water Essay and Poster Contest - writing and art extension activity

Middle School (5th - 8th grade) - Evidence-based resources used to enhance student learning opportunities for gifted learners.

1:1 Technology - ipads (5th grade); chromebooks (6th - 8th grade) - for use at school and in home

STEM-E - club to engage students in Science, Technology, Math, Engineering, and Entrepreneurship

NC Cooperative Extension 4-H Curriculum - aligned to NC Standard Course of Study and used for enrichment

Gear Up - program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education

Duke TIP - Teachers Workshop materials created specifically for gifted learners

College Foundation of NC - Career and College Planning Curriculum

WRESA SMART Tank Entrepreneurship Challenge - involves teamwork, writing a business plan, public speaking
National Forest Products Week Essay Contest - writing extension activity

NC Coop Extension Soil & Water Essay and Poster Contest - writing and art extension activity

VFW Patriots Pen Youth Essay Contest - writing extension activity; winners must read essay in public

First Lego League - involves STEM, teamwork, writing, and public speaking

Clay County Historical Arts Poetry and Art Contest - writing and art extension activity

Honors Courses

Elective Courses

Accelerated Go Math! curriculum

iReady instructional resources

Book Clubs

STEAM Expo opportunities

Genius Hour - self guided research time

High School (9th - 12th grade) - Evidence-based resources used to enhance student learning opportunities for gifted learners.

1:1 Technology - chromebooks

STEM-E - club to engage students in Science, Technology, Math, Engineering, and Entrepreneurship

Gear Up - program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education

College Foundation of NC - Career and College Planning Curriculum

WRESA SMART Tank Entrepreneurship Challenge - involves teamwork, writing a business plan, public speaking

Clay County Historical Arts Poetry and Art Contest - writing and art extension activity

NCVPS online courses

NC School of Science and Math online courses
Tri-County Community College courses

Honors courses - core courses and electives

AP courses

CTE courses including internships

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

**District Response:** Clay County Schools strives to foster the development of future-ready skills in all students in many ways. Professional development in Project Based Learning has been offered to all staff K-12. Many teachers use project based or problem based learning in their classrooms. All staff receive yearly professional development on strategies to use with gifted learners as well.

Many differentiation strategies used fosters the development of future-ready skills. For example, cluster grouping encourages students to think critically and sparks creativity through collaboration and communication. Leadership opportunities emerge in these groupings as well. Experiences for development of these skills begin in the talent development component and go through twelfth grade.

Gifted students develop future-ready skills while in the classroom and while receiving gifted services through differentiation and the instruction/assignments in the classroom. We provide opportunities for gifted learners to apply and to hone future-ready skills through experiences such as writing and public speaking contests, entrepreneurship contests, STEAM challenges, technology competitions, teamwork challenges, and more. Older students also use future-ready skills in their online coursework, college coursework, elective coursework, clubs, interviews, internships, and other interactions with the community.

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

**District Response:** Elementary (Kindergarten - 4th grade) - On-going formative and summative assessment is used to differentiate classroom curriculum and instruction and to inform flexible grouping practices.

The data team will be established in the 2019/2020 school year among all grades of the elementary school. In addition to attendance and discipline data, quantitative data will be gathered and analyzed regularly. Information gleaned will be used to make decisions regarding differentiation, instruction, and grouping. Data that is available may include:

Classroom work samples, assessments, and grades
Brigance Early Childhood Assessment - PK, K
Kindergarten Entry Assessment
K-2 Assessments, district and state
mclass benchmarks and progress monitoring - K-3
3rd Beginning of Grade Reading Test
3rd Grade Read to Achieve Test
3rd Grade Reading Portfolios
End of Grade Tests - 4-5
SchoolNet assessments
RAZ Kid assessments
Moby Max math assessments
Star Reading assessments
CogAT
Woodcock-Johnson
WISC-V
CTONI-2

Middle (5th - 8th grade) - On-going formative and summative assessment is used to differentiate classroom curriculum and instruction and to inform flexible grouping practices.

The middle school data team is already established among all grades and meets regularly throughout the school year. Data is used to make decisions regarding differentiation, instruction, and grouping. Data that is available may include:

Elementary School transcripts
Classroom work samples, assessments, and grades
End of Grade Tests
North Carolina Final Exams
NC Check-Ins
SchoolNet assessments
iReady diagnostics
CogAT
Woodcock-Johnson
WISC-V
CTONI-2

High (9th - 12th grade) - On-going formative and summative assessment is used to differentiate classroom curriculum and instruction and to inform flexible grouping practices.

A formal data team has not been established at the high school level. Administrators and teachers look at data individually or in small groups to make decisions regarding differentiation, instruction, and grouping. Data that is available may include:

Middle School transcripts
Classroom work samples, assessments, and grades
End of Grade Tests
North Carolina Final Exams
AP Exams
CTE Post Assessments
College coursework performance
Online coursework performance
Pre-ACT
ACT
PSAT
CogAT
Woodcock-Johnson
WISC-V
CTONI-2

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

**District Response:** All staff in the elementary, middle, and high schools will have yearly AIG professional development that includes a section on addressing the social and emotional needs of AIG students. Information covered, such as asynchronous development, in the professional development session will be available to all staff to reference throughout the school year via Google Docs and in a hard copy in the office of each school. Staff will be encouraged to contact the AIG Coordinator or AIG Lead Teacher for further assistance. Furthermore, a support team has been formed that consists of administration, counselors, AIG certified teachers, and the school psychologist that can assist in meeting AIG student needs. Parents will receive information regarding the social and emotional needs of AIG students when students are identified and during yearly family events.

Gifted students will be made self aware of their unique social and emotional needs through yearly, age appropriate instruction by an AIG certified teacher. Teachable moments should be taken advantage of to allow students time to process emotions and plan appropriate responses.

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

**District Response:** As previously described in Standard 2, Practice H, our youngest students enter school in a variety of developmental stages based on their prior experience, or lack of, 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 will be ability grouped during a designated literacy time for either intervention or enrichment. An adult will be assigned with each group to lead a literacy lesson. Students at the highest level in each grade will be part of a talent development enrichment group instructed by the AIG Lead Teacher or someone supervised by the AIG Lead Teacher.

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

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

**District Response: Elementary School (Kindergarten - 4th)**

The AIG Lead Teacher will provide enrichment and AIG services and will supervise others who assist with advanced learners in the talent development enrichment time. Professional development will be provided to all elementary staff on how to provide differentiated services to AIG students and advanced learners. Targeted, more intense professional development will be provided to beginning teachers and others as needed. The AIG Lead Teacher will be available to assist teachers with planning if needed.

Regular classroom and exploratory teachers are expected to meet the needs of all of their students, including AIG and advanced learners, by using differentiation. Cluster grouping within a classroom or flexible grouping among classrooms can be used to meet the needs of AIG students. Teachers will be encouraged to support each other while meeting student needs. These strategies, as well as others, such as curriculum compacting and project based learning, will be shared during professional development. Resources will be provided to teachers and the AIG Lead Teacher can be a part of team planning if requested.

**Middle School (5th - 8th grade)**

Classroom teachers will provide enrichment and extension services to AIG students during the designated Encore time as described in Standard 3, Practice A.

Regular classroom and exploratory teachers are expected to meet the needs of all of their students, including AIG and advanced learners, by using differentiation. Cluster grouping within a classroom can be used to meet the needs of AIG students. Teachers who instruct Honors courses and are not certified in AIG will be encouraged to work closely with AIG certified staff to meet AIG student needs. Strategies such as curriculum compacting and project based learning will be shared during professional development. Resources will be provided to teachers and the AIG Lead Teacher can be a part of team planning if requested.

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

Classroom teachers will provide services to AIG students and advanced learners using differentiation strategies. Strategies such as cluster grouping, curriculum compacting, project based learning, and others will be shared during the annual AIG professional development provided at the beginning of the school year. The AIG Lead Teacher will be available to assist with planning upon request.

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

**District Response:** A Differentiated Education Plan (DEP) 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. The new plan is developed and parents are given the opportunity to review and respond.

The DEP is developed using PowerSchool. Service plans are shared with those who provide services to the student.

**Ideas for Strengthen the Standard:** AIG students and advanced learners need representation in the MTSS process.

**Sources of Evidence:** AIG Coordinator and AIG Lead Teacher continue to participate in MTSS team meetings as evidenced by sign in sheets.
Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: As of February 2019, the AIG Lead Student Support Teacher, Kimberly Worley, began serving as the AIG Coordinator for Clay County School District as well as the AIG Lead Teacher. She is AIG certified.

The AIG Coordinator has a support system in place. As part of the district MTSS team, which also serves as the core of the AIG Advisory Board, there is direct interaction with representatives from the elementary, middle and high school, as well as, central office staff. Representatives include administration, teachers, the school psychologist, superintendent, and others from central office. The AIG Coordinator also collaborates with administration and/or counselors at each individual school when needed.

The job responsibilities of the AIG Coordinator 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
- 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
- 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 non-teaching 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 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 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
-serves on the MTSS committee
-any other duties as requested by superintendent

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

District Response: Currently 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
-leads professional development to all staff in all three 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 grade students
-provides support to elementary teachers through planning, coaching, and modeling
-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
-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, special education teachers, counselors, and school administrators.

District Response: The person currently serving in the AIG Coordinator/dAIG Lead Teacher role is AIG certified.

Professional development on how to effectively meet the needs of AIG students will be provided
minimally to all staff at the elementary, middle and high school at the beginning of the year meetings. Resources will be provided so that all staff can access AIG information via Google Docs or in paper format located in the office and in the staff handbook.

More intense, targeted professional development will be offered to beginning teachers. Topics will include those covered in the Booster Shots series. Other groups that will receive targeted professional development will include EL and EC teachers. Professional development will include on how to appropriately identify students who may typically be overlooked. Resources will be provided for reference in paper form and via Google Docs.

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

Feedback will be solicited from professional development participants using a survey regarding thoroughness of training and what topics need to be covered in future professional development sessions.

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

**District Response:** Elementary School (Kindergarten - 4th grade)

Eligible elementary school students will receive enrichment services in kindergarten through third grade. Services will be provided or supervised by the AIG Lead Teacher. Teachers involved in talent development instruction will receive targeted professional development.

Elementary school students will typically be placed in AIG at the end of of the third grade and will begin receiving services in fourth grade. AIG services will be provided by the AIG Lead Teacher. Services will be provided in a pull out setting. Elementary school staff will be trained by the AIG Lead Teacher on how to provide differentiated services to AIG students when in general education classes.

Middle School (5th - 8th grade)

Middle school students identified for AIG will be served by classroom teachers during Encore time. Middle school staff will be trained by the AIG Coordinator and/or AIG Lead Teacher on how to provide differentiated services to AIG students when in general education classes.

High School (9th - 12th grade)

High school students identified for AIG will be served by classroom teachers. High school staff will be trained by the AIG Coordinator and/or AIG Lead Teacher on how to provide differentiated services to AIG students when in general education classes.
**Practice E**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** As mentioned throughout the plan, yearly professional development will be provided to all staff by the AIG Coordinator and/or AIG Lead Teacher on AIG topics. More intense professional development will be planned for beginning teachers.

Clay County Schools has an active MTSS team that is working towards implementation. MTSS will provide a framework to deliver targeted support to all students, including gifted. Professional development will be provided by the district to reinforce the implementation of MTSS.

Clay County Schools has also provided additional professional development using outside resources to all staff that compliments AIG and best practices in topics such as Project Based Learning and Youth Mental Health Topics. More professional development is planned for the district in the near future regarding Social Emotional Learning and Managing Classroom Behaviors.

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

**District Response:** AIG professional development will primarily take place at the beginning of the school year but some offerings will be available throughout the school year on an as needed basis and to accommodate groups who will need a series of targeted professional development such as beginning teachers. Reference materials used in professional development will be made available to all who participate. Google Docs will be utilized to share information regarding AIG.

Surveys will be used at the end of professional development opportunities to solicit feedback.

**Ideas for Strengthen the Standard:** Clay County School district needs increased AIG certified staff representation, especially in the elementary and high schools.

**Sources of Evidence:** AIG professional development agenda lists AIG certification as a topic to cover.
Standard 5: Partnerships
The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: AIG will be represented at school events in which families are likely to attend such as registration and open house to answer questions regarding the AIG program and how it supports the academic, intellectual, social, and emotional needs of students. Resources will also be available to parents on these topics.

At least once a year, Clay County AIG will host a parent information event focused on meeting the needs of gifted learners. At this event, parents will have the opportunity to provide feedback, participate in a question and answer session, and network with each other for support.

Parents will be surveyed and allowed to make comments regarding the services provided to their children on a yearly basis.

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

District Response: 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. Community members can also subscribe to receive email communication via the district website regarding school activities and information.

The local AIG plan will be posted on the district website. Printed plans will be available in each school office as well as the central office. School employees will have access to the plan via Google Docs.

The Board of Education will be presented with a preliminary copy of the plan in June of 2019 for approval before submission to NCDPI by July 15, 2019. The plan will then be released to the district by 2019/2020 school year.

Information will be made available to parents as needed regarding the AIG plan and policies regarding identification and services through brochures, pamphlets, flyers and/or newsletters.
Information will be distributed at events such as registration and open house and made available to families who transfer to the district during the school year.

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

**District Response:** The MTSS team also serves as the core of the AIG Advisory Board. This team consists of representatives from all three schools in the district, including teachers, administrators, and the school psychologist, in addition to central office representation. The AIG Advisory Board is extended to include parents and community members when needed.

The use of the MTSS team as the AIG Advisory Board is beneficial as its purpose corresponds with that of AIG - serving student needs. It also meets frequently and it is made up of an appropriate representation of district staff.

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

**District Response:** Clay County School District has practices and people in place to provide translated documents and services to families in their native language. All written communication can be translated into Spanish if needed. An EL teacher is on site if translation services are needed for parent meetings. Phone call messages can be sent in Spanish as well.

If languages other than Spanish are represented in the future, Clay County Schools will search out resources to provide an equitable service.

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

**District Response:** The AIG program has worked with several outside agencies and institutes of higher education this past year including NC Cooperative Extension and 4-H, Western Carolina University, Western Carolina Pacesetters, Cherokee Preservation Foundation, Gear Up, WRESA, and NC Forest Service.

The AIG program plans to expand our community outreach by working with the AIG Advisory Board for leads on future partnerships. Plans to reach out to local institutes of higher education, such as
Young Harris College, are forthcoming. The intent is to reach out to more organizations to promote more service learning projects and extra-curricular opportunities for AIG students in the future.

**Ideas for Strengthen the Standard:** Clay County AIG program needs to seek out more community partnerships. AIG parent events need to become part of the yearly plan.

**Sources of Evidence:** Compile a list of community contacts. Save the Date Flyer for Parent Info Event.
Standard 6: Program Accountability

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

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

**District Response:** 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 based on the feedback and recommendations received from NCDPI and resubmitted to the Clay County Board of Education for approval. Plan revisions will be sent back to NCDPI. 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 updated standards:

- Standard 1: Student Identification
- Standard 2: Comprehensive Programming with 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.

**District Response:** 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 and/or AIG Lead Teacher provides updates to the AIG Advisory Board throughout the year on program and student progress. Information reported on includes student testing data and feedback from parents, teachers, students, and community stakeholders. The AIG Advisory Board reviews and revises the local AIG program based on information provided.

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

**District Response:** Clay County 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/AIG Lead Teacher.

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

**District Response:** The AIG Coordinator works with personnel in other departments such as Testing and Accountability, Career and Technical Education, Student Services, Exceptional Children, Curriculum and Instruction, as well as school administration to access data for analysis. Data teams are already established in the middle school and are planned to start in the 2019/2020 school year in the elementary school. The high school teachers and administrators look at data but not in a formal team setting.

AIG student growth and achievement data may include the analysis of EOG, EOC, AP, SAT, ACT, preACT, WorkKeys and any other district, state, or national assessment. Other data that may be gathered includes EVAAS, attendance, discipline, CTE internships, Dual Enrollment, AP completion, drop-outs, college acceptance, scholarships, etc.

Minimally annual data will be analyzed to determine the following:

- the growth performance of grade level AIG groups on each state test (Are they not meeting, meeting, or exceeding projected growth?)
- the proficiency of grade level AIG groups on each state test (Are they not meeting, meeting, or exceeding proficiency?)
- number of students who attempt AP and college coursework (online or on campus)
- number of students who receive college credit for AP and college coursework
- number of students enrolled in CTE internships and completers
- number of AIG students who drop out
- performance of AIG students who are members of under-represented populations

Students who are found to not be meeting growth or achievement expectations as they should will be noted. The AIG Coordinator will meet with administration and/or counselors concerning students. A follow up meeting with parents will be planned if necessary. Any AIG student who drops out will be interviewed by the AIG Coordinator regarding reasons for leaving school.

Information will first be analyzed to determine if the needs of the AIG students in each group are being met. Achievement and growth data for subgroups is useful to teachers as it provides insight on how they differentiate their instruction to meet the various student needs in their classroom. Individual student concerns may emerge upon further analysis and may require follow up conversations with administration, teachers, counselors, and/or families.
Information will be compiled and shared according to FERPA regulations to audiences such as parent groups, the AIG Advisory Board, Board of Education, and any other group or meeting that may include public participation. AIG student achievement, growth, and drop-out data will be shared annually on the district website.

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

**District Response:** The AIG Coordinator monitors the representation, performance, and retention of under-represented populations in the district AIG program. Currently students who are culturally/ethnically diverse, economically disadvantaged and ELL can be monitored. No highly gifted or twice-exceptional students are currently identified.

Professional development for all staff includes a component regarding the identification of under-represented populations and how to provide services to these populations. Targeted training will be provided to teachers who exclusively serve EC populations and ELL to assist in AIG identification if needed.

Strategies are in place to appropriately assess under-represented populations. One such strategy ensures fair aptitude assessment of ELL. The CogAT Form 7 is available in a Spanish version. Two other assessments for aptitude can also be used if the school psychologist feels it would better suit the needs of a student - WISC -V and CTONI-2.

Extensive demographic information is listed in Standard 1, Practice C. Ideally, AIG representation will reflect the same demographics of the district. Currently 87 students are served in the AIG programs at the middle and high school. Of the 87 students, 84 of them are classified as White and three are classified as Hispanic. Each newly identified group of AIG students will be categorized per under-represented populations and compared to district demographics. Information will be shared with the AIG Advisory Board and school level administrators. If AIG representation is not proportional to district demographics, identification procedures will be re-examined.

All data collected in Standard 6, Practice D will also be categorized per under-represented populations and analyzed to identify trends in representation, growth, and achievement. Data will be shared in the same way with schools and per FERPA regulations to public audiences as described in Standard 6, Practice D.

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

**District Response:** Up to date documentation exists regarding personnel who have the AIG add-on license. As new personnel are hired, the AIG Coordinator communicates with the Human Resources department to ensure the documentation stays up to date. Licensure staff also communicates with
the AIG Coordinator regarding current staff who add AIG certification to their existing licensure.

Staff who participate in professional development focused on AIG topics will be required to sign an attendance sheet and provide feedback upon completion of professional development for documentation and CEU credit if applicable. Documentation will be maintained by AIG Coordinator and Licensure staff.

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

**District Response:** Opportunities to provide feedback regarding AIG professional development will be offered to teachers upon completion of each session. School level administration and teachers will also be asked to provide feedback regarding the effectiveness of the AIG program at least one time per year. Students will be given the same opportunity.

Parents have several opportunities to provide feedback. At the beginning of the school year, parents will have the chance to provide feedback when developing and approving student DEPs. Feedback will be solicited during parent information events. An end of the year survey will also be given to parents in order to get feedback regarding their views of the effectiveness of AIG program.

Guest speakers or community entities who are in partnership regularly with the Clay County AIG program will be asked to provide feedback also.

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

**District Response:** The AIG Coordinator and/or AIG Lead Teacher will share information with the AIG Advisory Board as it is compiled and analyzed throughout the school year. Information shared will include data and feedback collected throughout the year. Names will be withheld, along with any other identifying information. Any information regarding NCDPI legislation and/or policy updates impacting AIG will be shared with the AIG Advisory Board too. At the end of the school year, the AIG Advisory Board will evaluate the local AIG program and its effectiveness and determine if any changes are needed. If so, changes will be documented and sent to the local Board of Education for approval. If approved by BOE, changes will be sent to NCDPI as an amendment for review and comment.

**Practice I**
Disseminates all data from evaluation of the local AIG program to the public.
**District Response:** Once the local AIG program has been evaluated, the AIG Coordinator will create a synopsis of the information to share. First, the information will be shared with the superintendent and Board of Education. Then it will be posted to the district website. Information will be made available and referenced during professional development sessions. A flyer will be created that can be distributed to parents and the community.

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

**District Response:** 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 LEAs as well.

The AIG plan details the importance of having informed parent consent prior to testing students and gathering data. Detailed information can be found in Standard 1, Practice A and B. A parent must be informed and give consent in writing before aptitude testing can be completed or other assessments be performed on a child. If a student is eligible for AIG services, a parent also must sign appropriate documentation before a student can be placed in AIG and receive AIG services.

Once a student is placed into the AIG program at Clay County Schools, it is not common practice to remove a student. A student can be removed from a program per parent request. If a student wanted to re-enter the program after being removed per parent request, the referral process would start over again. Parents would be responsible for all new paperwork and the student would have to be reassessed after parent permission was obtained.

Students transferring from gifted programs from other LEAs will be evaluated on an individual basis. Existing documentation in the transfer file would be examined first. If additional data is needed, parent permission would first be obtained.

Procedure to Resolve Disagreements:

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 AIG services offered are not considered by the parent or legal guardian to be appropriate, the following procedure will be utilized to solve disagreements:

1 - School Level

*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 AIG Coordinator/AIG 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 10 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 10 school days.

2 - Central Office Level

*Curriculum and Instruction Director - The parent or legal guardian may appeal the principal's decision in writing to the Curriculum and Instruction Director within 5 days of receiving the principal's response. The AIG Coordinator will review the decision and respond in writing within 10 days of receiving the appeal.

*Superintendent - The parent or legal guardian may appeal the AIG Coordinator's decision in writing to the Superintendent with 10 days of receiving the AIG Coordinator's response. The Superintendent will review the decision and respond in writing within 10 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 Board of Education.

**Ideas for Strengthen the Standard:** The elementary school data team needs to be in place and operating for the 2019/2020 school year. The elementary school needs more data for math. The high school would benefit from the formation of a data team and the use of benchmarks to guide instruction.

**Sources of Evidence:** Data team schedule with sign in logs.
Glossary (optional):

Appendix (optional):

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