

Overview: Mission/Vision Statement and Funding

Clay County Schools (220) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

For 2022-2025, the Clay County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

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

The mission of Clay County Schools is to build high quality learning environments that ensure all students learn at high levels.

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

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

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

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 71,729.00	* \$ 0.00	* \$ 792.00	* \$ 0.00

Standard 1: Student Identification

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

Clay County Schools AIG (Academically & Intellectually Gifted) program acknowledges the importance of having established processes for referrals and screenings to lead to fair and equitable identification of gifted students and quality services where student needs can be met. Clay County Schools assessed and realigned procedures to ensure student identification met program goals for the last plan cycle. This re-evaluation for K-12 identification procedures was overall successful and will continue to be used for this plan cycle with a few minor adjustments.

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

By the beginning of the fourth grade year, the third grade EOG (End of Grade) scores have been obtained; thus, providing universal achievement information on students as well.

Aptitude is typically assessed using the Cognitive Abilities Test (CogAT, Form 7). Previously, students were assessed using iPads. Since the last plan cycle, students in grades 3 - 12 have been provided chromebooks. The technology

department has pushed the testing app onto all student issued chromebooks to make the testing process easier to administer and to take.

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

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

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

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

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

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

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

Transfer students, who were part of a gifted program at another school, will be reviewed individually upon request to see if local guidelines are met. If additional data is needed, parent/guardian permission will be obtained first. The AIG Coordinator/Lead Teacher may consult with the school psychologist to analyze transferred test records.

*** 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.

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

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

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

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

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

Primary (Kindergarten - 2nd grade) & Elementary School (3rd - 5th grade) - 4 of the 5 criteria required

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

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

Student Aptitude

*Student must score at least an 85th percentile on any aptitude test to be placed in the AIG program.

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

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

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

Student Achievement

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

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

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

General Intellectual Ability/Academic Skill

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

-Standard score must be in the Probable range or above in at least one scale for AIG placement.

Creativity/Leadership

- The two scales from GATES2 must be completed by at least one teacher who serves the student.
- Standard score must be in the Probable range or above in at least one scale for AIG placement.

Student Performance

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

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

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

Students eligible for grade or subject acceleration may be placed in the AIG program based on a data review and with parent/legal guardian consent if they are not already in AIG. Student eligibility for grade or subject acceleration will be determined on an individual basis. This is described in more detail in Standard 2, Practice G.

Student Aptitude

- *Student must score at least an 85th percentile on any aptitude test to be placed in the AIG program.

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

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

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

Student Achievement

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

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

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

General Intellectual Ability/Academic Skill

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

-Standard score must be in the Probable range or above in at least one scale for AIG placement.

Creativity/Leadership

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

-Standard score must be in the Probable range or above in at least one scale for AIG placement.

Student Performance

-Scoring must be a 95% or above class average in ELA and/or Math.

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

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

Student Aptitude

*Student must score at least an 85th percentile on any aptitude test to be placed in the AIG program.

- Scoring must be 95th percentile or greater in Verbal, Nonverbal, Quantitative, or Composite on Cognitive Abilities Test, Form 7 CogAT (Primary Assessment).
 - Scoring must be 95th percentile or greater in Verbal, Nonverbal, or Composite on Reynolds Intellectual Scales, Second Edition RIAS-2 (Alternative Assessment).
 - Scoring must be 95th percentile or greater in Composite Score on Comprehensive Test of Nonverbal Intelligence, Second Edition CTONI-2 (Alternative Assessment).
- Student Achievement
- Scoring must be 95th percentile or greater in an area of English Language Arts (ELA) and/or Math using the State End of Course (EOC) tests (Primary Data Source).
 - Scoring must be 95th percentile or greater in Reading and/or Math using the Wechsler Individual Achievement Test, Fourth Edition WIAT-IV (Alternative Assessment).
 - Scoring must be 95th percentile or greater in Reading and/or Math using the Kaufman Test of Educational Achievement, Third Edition KTEA-3 (Alternative Assessment).
- General Intellectual Ability/Academic Skill
- The two scales from GATES2 must be completed by at least one teacher who serves the student.
 - Standard score must be in the Probable range or above in at least one scale for AIG placement.
- Creativity/Leadership
- The two scales from GATES2 must be completed by at least one teacher who serves the student.
 - Standard score must be in the Probable range or above in at least one scale for AIG placement.
- Student Performance

-Scoring must be a 95% or above class average in an English Language Arts and/or Math course.

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

It is also important to note each referral is treated individually.

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



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* **Practice C**

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

Clay County School district is composed of four schools - primary, elementary, middle and high school located on a common campus with a total school population of approximately 1,250 students. This is the only public school district located in the entire county. CCS has 192 employees with a teacher to student ratio of 1:12. Teachers with advanced degrees is currently at 58%. The graduation rate is 93.6%. The district will be building a new elementary/middle school complex with recently received state grant funds in the near future. A new cafeteria and auditorium will be included.

The following demographics are reflective of the 2021-2022 school year.

The primary school is the newest addition and was officially opened during the 2020-2021 school year. It serves grades Pre-Kindergarten through second. It also is home to a day care center which serves the community and the children of

school employees. Hayesville Primary School has a current student population of 342. Over 44% of the student population qualifies for free or reduced lunch benefits and it is a Title 1 school. This number is projected to be higher as it is not a requirement for this paperwork to be documented at this time for students to take advantage of free breakfast and lunch. (As of 2019, over 64% of the students in grades PK-4 qualified for free or reduced lunch benefits.) Approximately 20% of the students receive EC services. Less than 5% of the students are identified as English Learners (EL). There are no 2e students. A total of 25 students were served through Talent Development services in grades Kindergarten through second. The breakdown of demographics for the HPS student population is as follows: 51% male, 49% female and 88% White, 7% Hispanic, <5% Multi-Racial, and <5% Black.

Hayesville Elementary School serves students in grades third through fifth and has a student population of 260. Almost 49% of the student population qualifies for free or reduced lunch benefits and it is a Title 1 school. As noted above, this number is projected to be higher as paperwork is not required at this time for students to take advantage of free meals. Approximately 18% of the students receive EC services. Approximately 6% of the student population is identified as EL. There are no 2e students. There are 20 students identified as AIG. There were 11 students served through Talent Development. A total of 15 students participated in Advanced Math studies. The breakdown of total HES student demographics is as follows: 50% male, 50% female and 85% White, 10% Hispanic, <5% Multi-Racial, <5% American Indian, <5% Black, and <5% Asian. HES AIG student demographics are as follows: 60% male, 40% female and 80% White and 20% Hispanic.

Hayesville Middle School serves students in grades fifth through eighth and has a student population of 295. Almost 41% of the student population qualifies for free or reduced lunch benefits. This number may be actually higher as it is not a requirement for students to turn in paperwork at this time to take advantage of free meals. HMS was not identified as a Title 1 school during the 2021-2022 school year. Approximately 14% of the population is served through EC. Less than 5% of the students are identified as EL. No students are identified as 2e. There are 37 students identified as AIG. There were 14 students served through Talent Development. The breakdown of total HMS student demographics is as follows: 52% male, 48% female and 88% White, 10% Hispanic, <5% Multi-Racial, <5% American Indian, and <5% Black. HMS AIG student demographics are as follows: 54% male, 46% female and 92% White and 8% Hispanic.

Hayesville High School serves students in grades ninth through twelfth and has a student population of 340. Over 33% of the student population qualifies for free or reduced lunch benefits. This number may be actually higher as it is not a requirement for students to turn in paperwork at this time to take advantage of free meals. HHS was not identified as a Title 1 school during the 2021-2022 school year. Approximately 15% of the students receive EC services. Less than 5% of the students are identified as EL. There are no 2e students. There are 38 students identified as AIG. The breakdown of HHS student demographics is as follows: 54% male and 46% female and 89% White, 7% Hispanic, <5%

Multi-Racial, <5% American Indian, <5% Black, and <5% Asian. HHS AIG student demographics are as follows: 65% male, 35% female and >95% White.

It is important to note that the AIG demographics are more representative of our overall district demographics when students are in elementary and middle school. When students enter high school, we often lose a few AIG students to Tri-County Early College and occasionally one to NC School of Science & Math. This accounts for skewed demographics. Overall, the AIG numbers are close to our overall school demographics; however, recently there seems to be more male than female students identified as gifted.

There are two groups of students that have been identified as needing intentional response: English Learners (EL) and potential Twice-Exceptional (2e) students. In the last plan cycle, focus was placed on these two under-represented groups so opportunities in identifying and serving them would not be missed. Strides have been taken to ensure equitable identification practices. Continued emphasis needs to be placed on these two groups of students. In addition to current EL students, students who have been recently placed out of EL services should not be excluded as they continue to be monitored once they exit EL services. Monitored students are not included in the EL percentages listed above.

The Cognitive Abilities Test - CogAT, Form 7 has an option that includes a computer audio that reads directions to students in Spanish. Appropriateness for the use of this option will be determined on an individual student basis after collaborating with the English Language teacher of the student. An accommodation of read aloud can also be provided to EL students for the Verbal portion of the test if appropriate. It is also important to note that the Verbal portion of the CogAT is not a required component of the score for aptitude qualification. An alternative assessment may also be used. The Comprehensive Test of Nonverbal Intelligence, 2nd edition (CTONI-2) is an appropriate choice for students who are non-English or limited English speakers. All accommodations and/or modifications outlined in a student's LEP plan will be followed on the aptitude testing.

Potential twice-exceptional (2e) students are more than likely receiving EC (Exceptional Children) services or support through a 504 plan. Some students may have an aptitude score in their EC file. That source is first checked before aptitude testing is arranged. A student could qualify based upon gathering existing data alone. If the score is absent or not current, the school psychologist will suggest the appropriate aptitude assessment to use. If the CogAT is not appropriate, the CTONI-2 or RIAS-2 will be used. All accommodations and/or modifications outlined in a student's IEP or 504 plan will be followed on the AIG testing.

*** Practice D**

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

The AIG Coordinator/Lead Teacher monitors all the screening, referral, and identification processes for the district in regards to the AIG program. School administrators and the AIG Coordinator/Lead Teacher use information gleaned from MTSS teams to assist in identifying students for Talent Development services.

Universal screenings are scheduled by the AIG Coordinator/Lead Teacher and HES principal in conjunction with grade level teachers. All CogAT screening is administered by the AIG Coordinator/Lead Teacher after parent/guardian notification.

Scores obtained from the CogAT are analyzed by the AIG Coordinator/Lead Teacher, HES principal, and the school psychologist. This ensures that scores have been seen by three people before determining which students will take the full battery of CogAT assessments. The full CogAT is administered by the AIG Coordinator/Lead Teacher after parent/guardian permission is obtained.

The AIG Coordinator/Lead Teacher gathers data on students and documents it accordingly. Teachers are trained on how to complete GATES2 survey information on students and that information is gathered as well.

Referrals are given to the AIG Coordinator/Lead Teacher who uses a checklist to gather data on the student and obtain necessary parent/guardian permission.

If a student is in the EL program, the AIG Coordinator/Lead Teacher consults with the EL Teacher and/or school psychologist about using alternate assessments or accommodations on the CogAT.

If a student is in the EC program or receives 504 accommodations, the AIG Coordinator/Lead Teachers consults with the EC Teacher, school counselor, and/or school psychologist about using alternative assessments.

If a student is on the cusp of qualifying, the AIG Coordinator/Lead Teacher consults with the school psychologist about alternative assessments. If an alternative assessment is agreed to be appropriate, additional permission for testing may need to be signed by the parent/guardian. Alternative assessments are administered by the school psychologist.

Any alternative testing administered by the school psychologist is explained to the AIG Coordinator/Lead Teacher so that the information can be shared with parents/guardians and documented in the AIG identification paperwork. A copy is provided to parents and filed with AIG student records.

Once all the information is gathered on the student and documented, the AIG Coordinator/Lead Teacher schedules a team meeting to share information and to gather input. The team makes a decision regarding the student. All information is documented in the AIG student file. Copies are made for the parent/guardian as well.

If a student places in AIG, a DEP (Differentiated Education Plan) is formulated using PowerSchool. A copy is provided for the teachers of the student as well as the parents/guardians.

Teachers also receive updated lists of the students they serve who are in the AIG program and a list of the areas of giftedness for each student for easy reference. A list is made for each administrator of each school. If a student receives talent development services that information is provided as well.

The AIG Coordinator monitors End of Grade and End of Course scores yearly to see if existing AIG students may qualify to have areas of academic giftedness added to their existing profile. The AIG Coordinator also looks for students to potentially flag for referrals and to check scores for students on the "watch and wait" list who are on the cusp of qualifying.

Math EOG scores for students in third and fourth grades are also monitored by the AIG Coordinator/Lead Teacher to establish eligibility in yearly Advanced Math Club classes for fourth and fifth graders. Signed permission is required by the parent/guardian for student participation.

*** Practice E**

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

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

Communication to parents/guardians is also in paper form and available in Spanish versions. Information is condensed to easy to read pamphlets and flyers and is made available to applicable schools during open house, registration, and other appropriate events. When possible the AIG Coordinator/Lead Teacher will be present to answer questions. AIG

information is also provided to the EL teacher and EC department regarding the importance of identifying potentially gifted EL and 2e students.

The AIG Coordinator/Lead Teacher also requests email addresses of parents/guardians at the beginning of each school year so information and opportunities can be shared with students and their families throughout the school year as they become available.

*** Practice F**

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

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

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/Guardian Permission for Assessment, Eligibility, Student Eligibility Profile, Summary of Results, Placement Record/Parent-Guardian Permission for Differentiated Services, and DEPs. Copies of aptitude testing, achievement testing, grades, GATES2 surveys, and/or work samples are included as well. A checklist is used to make sure all forms are included in the file and are in the correct order for easy reference.

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

*** Ideas for Strengthening the Standard**

Even though the Clay County School district raised their standards (in regards to quantitative expectations) in 2019 to reflect that of Duke University Talent Identification Program, at least 10% of the student population in each grade level (fourth - twelfth) has been identified for services. Though we are meeting percentage requirements, it is vital to remain cognizant of the demographic makeup of our program to ensure that it is reflective of our student population. For example, in the past two years we have identified more males than females. This needs to be monitored to see if this

becomes a trend that needs to be addressed. We have very few students who are Asian, American Indian, Black and Multi-Racial and we have no representation of any of these groups in our AIG program. Again, we need to be aware on how to offer Talent Development opportunities and access to alternative AIG assessments to all students.

As we continue to improve on our MTSS (Multi-Tier System of Supports) framework in all our schools, the data needs to be monitored to see if we are meeting the needs of our AIG population and other advanced students as evidenced by growth.

AIG paperwork needs to be updated. It could be condensed. Add parent/guardian to reflect state AIG plan language.

State is transitioning from EL (English Language Learner) to ML (Multi Language Learner) in the near future. New paperwork will reflect this transition.

Planned Sources of Evidence

* Universal CogAT screener scores
* Aptitude scores - CogAT, CTONI2, RIAS-2
* Achievement scores - EOGs, EOCs, WIAT-IV, KTEA-3
* GATES2 survey scores
* Student performance data - grades, work samples, benchmark scores, progress monitoring, etc.
* AIG pamphlet for district events

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

Standard 2: Comprehensive Programming within a Total School Community

Clay County Schools (220) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Hayesville Primary School (Kindergarten - 2nd grade)

As of the 2021-2022 school year, there were no AIG certified teachers at the primary level. The AIG Coordinator/Lead Teacher is involved in providing yearly AIG professional development on how to support young advanced students academically and intellectually. A beginning of the year session will be provided to all primary school certified staff. The AIG Coordinator/Lead Teacher is available to meet with grade level team planning times for specifically requested topics.

Hayesville Primary School students are chosen for Talent Development services using MTSS team data with the input of classroom teachers, the Instructional Coach and Principal. The MTSS team meet monthly to analyze data from sources such as i-Ready and mClass results. Talent Development groups can change quarterly based on MTSS data. MTSS teams are encouraged to consider focus group students for Talent Development and/or other enrichment opportunities.

The focus of Talent Development is on literacy instruction. Other core subjects are integrated into the literacy

instruction including math, science, and social studies. Students read and write about a variety of topics and work on critical thinking, collaboration, problem solving, and other skills. This enrichment time focuses on new vocabulary and strengthening writing skills as these are areas of concern identified across all grade levels and student skill levels. The AIG Coordinator/Lead Teacher provides the instruction for the Talent Development program during the designated intervention/enrichment time. The AIG Coordinator/Lead Teacher is also available to support classroom teachers on how to provide differentiated services to students in the classroom if needed. Small group size gives the AIG Coordinator/Lead Teacher an opportunity to get to know individual students, to provide appropriate services, and to contribute during future student referral and identification processes.

Hayesville Elementary School (3rd - 5th grade)

As of the 2021-2022 school year, there was one teacher at the elementary school level who has an out of state gifted certification. The AIG Coordinator/Lead Teacher provides yearly professional development on how to appropriately identify, educate, and support advanced students. Training is also provided yearly on how to use the GATES2 survey in the identification process. Differentiated Education Plans (DEPs) and student areas of giftedness are available to the administration, counselor, and teachers who serve the gifted students.

Third grade students are identified for Talent Development services. Students are chosen for Talent Development services by the input of classroom teachers, the Instructional Coach, and Principal with information from the MTSS team. Students served through Talent Development can change throughout the school year as the MTSS team analyzes data monthly to meet the needs of students. The MTSS team analyzes data from sources such as i-Ready, Mclass, NC Check Ins, and BOG results. Talent Development groups can change quarterly based on MTSS data and teacher input. Third grade students are served during a designated intervention/enrichment time. MTSS teams are encouraged to consider focus group students for Talent Development and/or other enrichment opportunities.

The focus of Talent Development is on literacy instruction. Other core subjects are integrated into the literacy instruction including math, science, and social studies. Students read and write about a variety of topics and work on critical thinking, collaboration, problem solving, and other skills. This enrichment time focuses on new vocabulary and strengthening writing skills as these are areas of concern identified across all grade levels and student skill levels. The AIG Coordinator/Lead Teacher provides the instruction for the Talent Development program. The AIG Coordinator/Lead Teacher is also available to provide support to classroom teachers on how to provide differentiated services to students in the classroom if needed. Small group size gives the AIG Coordinator/Lead Teacher an opportunity to get to know individual students, to provide appropriate services, and to contribute during the future

student referral and identification processes.

Fourth grade students are identified for AIG services at the beginning of the fourth grade school year. Identified fifth grade students also receive services. Services provided will be determined by the AIG area of identification of each eligible student. Students may participate in the following based on the needs of the AIG group served: novel studies, STEAM projects, math enrichment, teamwork activities, citizen science projects, service learning projects, project based learning opportunities, etc. AIG classes are aligned with grade level intervention/enrichment times.

Fourth and fifth grade students who score Level 5 on the previous year's Math EOG qualify to participate in Advanced Math Club classes. Two sessions are scheduled (one fall, one spring) to explore advanced math topics. Students meet with the AIG Coordinator/Lead Teacher to work on a project centered on an advanced math topic.

Hayesville Middle School (6th - 8th grade)

As of the 2021-2022 school year, there were three middle school faculty members who have their AIG certification: two teachers and one administrator. The AIG Coordinator/Lead Teacher provides yearly professional development on the academic and intellectual needs of middle school students, as well as an overview of the referral process. Differentiated Education Plans (DEPs) are available to the administration, counselor, and middle school staff responsible for instructing AIG students at the beginning of the school year. Areas of giftedness for each student is also reviewed. The AIG Coordinator/Lead Teacher is available to provide additional support to classroom teachers if needed during grade level team planning times.

AIG students are clustered with other advanced students for honors courses. Eighth grade students can also take high school Math I face to face and/or Earth/Environmental Science online if they meet eligibility requirements.

The schedule of HMS also includes a WIN (What I Need) time in which each grade level team has time to provide daily intervention and enrichment based on student needs. The AIG Coordinator/Lead Teacher will have a scheduled time for grade level AIG classes during a portion of this time. Classroom teachers will provide enrichment the other times. The MTSS team meets monthly to analyze data sources such as i-Ready, NC Check Ins, attendance and behavior to provide support for intervention and/or enrichment participation.

Hayesville High School (9th - 12th grade)

As of the 2021-2022 school year, there was one teacher at the high school who has AIG certification. The AIG

Coordinator/Lead Teacher provides yearly professional development to all high school staff at the beginning of the school year on how to appropriately meet the academic and intellectual needs of the gifted students and provides information about the referral process. Differentiated Education Plans (DEPs) for all students are completed and available to the administration, counselors, and staff who provide instruction to the gifted students. Areas of giftedness for each student are shared as well.

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

The AIG Coordinator/Lead Teacher and certified AIG high school teacher serve as the Beta Club Co-Sponsors and are able to have personal contact with the majority of the AIG students through Beta Club membership meetings and service projects opportunities. Club meetings will take place during designated WIN times. The AIG Coordinator/Lead Teacher is also available for consultations upon student request.

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*** Practice B**

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

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

The AIG Coordinator/Lead Teacher provides yearly, age appropriate instruction for AIG students regarding social and emotional issues that often coincide with characteristics of gifted students. Teachable moments are taken advantage of

and students are encouraged to process their emotions and plan appropriate responses rather than react without thought.

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

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

All students check in daily using the Rhythm app on their school issued device that gauges their social/emotional well-being. Counselors are able to note any "red flags" and personally check in with any students of concern. Three times per year, students are surveyed using the Satchel screener to gather a more in depth look at their social/emotional well being. Results from the screener are used for tiered interventions.

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

Hayesville Middle School dedicates a daily 10-15 minute teacher led Social-Emotional Learning lesson in homeroom using Second Step curriculum. The counselor follows up with small group and 1:1 tiered instruction.

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

*** Practice C**

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

The mission of Clay County Schools is to build high quality learning environments that ensure all students learn at high levels. CCS has set three goals in their district strategic plan: eliminate opportunity gaps by 2025, increase educator preparedness, and improve district and school performance by 2026. These goals are mirrored in the strategic plans of

each school. The AIG program is aligned with the district and subsequent schools' policies and practices.

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

Hayesville Primary School (Kindergarten - 2nd grade)

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

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

Hayesville Elementary School (3rd - 5th grade)

Talent Development continues in third grade and focuses on the advanced students who have been primarily identified as being in the top tier of their grade level. There is a continued focus on reading, writing, thinking, and listening skills with integration of other core subjects. Students participate in enrichment classes that focus on novel studies and project based learning. There are more opportunities for partner and teamwork to practice persistence while mastering skills and developing a growth mindset.

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

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

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

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

Hayesville Middle School (6th - 8th grade)

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

Eligible AIG students in eighth grade will have the opportunity to take two high school courses during the 2022-2023 school year. Math 1 and Earth/Environmental Science will be offered.

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

Hayesville High School (9th - 12th grade)

Students in ninth through twelfth grades identified for the AIG program have several options in high school to be career and college ready upon graduation. A WIN (What I Need) time is available daily for intervention and enrichment. AIG students, as well as other motivated learners, have the opportunity to take honors, AP, online, dual credit and college

coursework and graduate with an Associate's Degree. Students can also be involved in job mentorship opportunities and hands on experiences through CTE courses.

District

The AIG Coordinator/Lead Teacher is also an active member of the English Language Development Team which is composed of representatives from all four schools and includes administrators and teachers from various grades and departments.

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

*** Practice D**

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

Hayesville Primary School (Kindergarten - 2nd grade)

Students with advanced learning needs are provided enrichment opportunities through the Talent Development program which is built into the master schedule of the primary school during an intervention and enrichment time. During this daily block of time, students are placed into differentiated groups for either intervention or enrichment based on student needs as determined by the MTSS team data analysis. Enrichment through Talent Development services are led by the AIG Coordinator/Lead Teacher three times per week for 30 minutes each. Students will be placed in small groups 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 if necessary.

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

Hayesville Elementary School (3rd - 5th grade)

HES has time allotted in the daily master schedule to provide intervention and enrichment opportunities to

students. During this daily block of time, students are placed into differentiated groups for either intervention or enrichment based on student needs as determined by the MTSS team data analysis.

Third grade students with advanced learning needs are provided enrichment opportunities through the Talent Development program led by the AIG Coordinator/Lead Teacher. Time for classes is built into the weekly schedule. Flexible grouping of students will extend beyond the classroom to include other classrooms within the same grade or it may extend into other grades if necessary to meet the needs of the students. Students will attend Talent Development classes two sessions per week for 30 minutes each.

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

Fourth and fifth grade students identified as AIG students are provided enrichment opportunities through the AIG program led by the AIG Coordinator/Lead Teacher. Time for classes is built into the weekly schedule and students attend AIG classes four sessions per week for 30 minutes each. Flexible grouping of students will extend beyond the classroom to include other classrooms within the same grade or it may extend into other grades if necessary.

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

Fourth and fifth grade students who score a Level 5 on the previous year's Math EOG are provided the opportunity to participate in the Advanced Math Club. Advanced Math Club meets in the Fall and Spring to complete math projects focused on advanced math topics. Students may meet with their eligible grade level peers or it may extend to the other grade level as well depending on the project. The AIG Coordinator/Lead Teacher works with the elementary school administration to build time into the schedule to meet with the students to provide enrichment and to complete coursework.

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

Hayesville Middle School (6th - 8th grade)

Students with advanced learning needs and/or AIG status who are eligible may take honors courses throughout their

middle school career. Besides honors courses, students who have demonstrated academic ability will have options to take high school coursework. As of the 2022-2023 school year, Math I and Earth/Environmental Science will be available to eligible 8th graders.

The AIG Coordinator/Lead Teacher will provide enrichment opportunities during the designated intervention and enrichment time (WIN) to identified AIG students in middle school once per week per grade level to AIG students. Classroom teachers will offer enrichment opportunities during the other days to flexible groups per MTSS team recommendations.

Hayesville 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 to give students an opportunity to graduate with an Associate's Degree along with a high school diploma.

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

*** Practice E**

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

The AIG Local Plan will be shared after it is approved by the Clay County Schools Board of Education and will be posted on the county website under the AIG tab: www.clay.schools.org.

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

The AIG Coordinator/Lead Teacher will provide an overview at the beginning of the school year to the staff of each school. The overview will include program standards, legislation, regulations as well as a review of the referral and identification processes. Targeted professional development will be provided to teachers who demonstrate need or upon request of the administration. Topics may include information from the NCDPI AIG Booster Series, in addition to other information such as how to pursue AIG certification. Teachers who have students with a DEP will be provided a

copy and areas of giftedness will be discussed in grade level meetings. Professional development will be provided on best practices for AIG students as well. Administration of each school will be provided a list of AIG students along with their areas of giftedness at the beginning of each school year and as the list is updated.

*** Practice F**

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

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

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

The AIG Coordinator/Lead Teacher will meet with grade level teams at the beginning of each school year to share about students who will be or have previously been served through AIG, Advanced Math Club, and/or Talent Development. Information about areas of giftedness, social/emotional needs, specific student services, student goals, or any other pertinent details will be shared with teachers who will serve the student. Student work samples may be shared as well.

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

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

*** Practice G**

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

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

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

Other means of acceleration include subject acceleration and whole grade acceleration. This type of acceleration has to be approved on an individual basis by the administration of the participating schools per local school board policy. The Iowa Acceleration Scale, 3rd Edition, 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). The AIG Coordinator/Lead Teacher and school psychologist are also developing a checklist of data to gather when considering a student for acceleration.

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

* **Practice H**

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

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 and beyond.

Clay County Schools acknowledges that students enter school with different skill levels. Many students have not been exposed to early literacy skills in the home and need time and attention to catch up to their peers. We believe in early intervention to give all students a chance to reach their full potential. We do not want to overlook potentially gifted students that simply require intentional personalized instruction, much less inappropriately track them for the wrong services. We also recognize that developmentally not all of our students align to grade level expectations. A strong intervention and enrichment plan can help bridge the gaps identified in the early grades of primary and elementary

school as well as serve the needs of students in the middle and high schools. A research based plan followed through with fidelity and rigor can ensure all of our students receive intervention and enrichment on their individual level. It also allows those students to seamlessly move from intervention to grade-level instruction to enrichment as needed.

MTSS school level data teams are an integral part of this process as those teams analyze student data and provide guidance on how to differentiate student groups.

Talent Development for Kindergarten through third grade will be provided by the AIG Coordinator/Lead Teacher through the enrichment portion of the intervention/enrichment time embedded in the master schedule as described in Standard 2, Practice D. Students identified for the AIG program will be served in the fourth and fifth grades and will be pulled out for services by the AIG Coordinator/Lead Teacher. Advanced Math Club opportunities exist for eligible fourth and fifth graders. Classroom teachers will be encouraged and guided to use flexible grouping and other differentiation strategies in the classroom to meet the needs of advanced learners.

As Talent Development opportunities expand beginning in the 2022-2023 school year, data will be collected and compared to that of the 2021-2022 school year.

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

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

*** Practice I**

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

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) - this grant funded program has provided numerous opportunities for AIG students, as well as, other students in our low income district. Students have been able to go on college tours, have free tutoring, participate in STEM activities, college test prep courses, and more with Gear Up.

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

Chorus - middle and high school participation with competitions

Band - middle and high school participation with competitions and leadership opportunities

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

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

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

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

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

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

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

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

Truett Camp - offers overnight summer camp opportunities for students

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

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

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

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

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

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

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

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

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

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

Guest Speakers - a variety of speakers visit our schools to share their passion with our students

This is just an example of the offerings as there are also 58 sports teams and clubs available to Clay County School students.

*** Ideas for Strengthening the Standard**

It is promising to see another high school course offered to middle school. It will be exciting to see what is offered in years to come.

The AIG program would like to host a summer camp specifically for elementary AIG students and have middle school AIG students serve as mentors. Offerings would possibly include STEAM activities, Rubik's cube competitions, Chess Club, and community service projects.

Planned Sources of Evidence

* CCS District Strategic Plan 2021-2026

* Abridged version of local AIG plan

* Acceleration Checklist

Documents

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

Clay County Schools (220) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Students who represent the top tier of their grade levels in Kindergarten through 2nd grade at Hayesville Primary School will receive enrichment literacy services in reading and writing using Sundance/Newbridge Reading and Writing kits and other materials that are aligned to NC Standard Course of Study standards (SCOS) Other core subjects such as math, science and social studies will be integrated in with the reading and writing components. The AIG Coordinator/Lead Teacher will provide enrichment instruction of these students placed in the pull out Talent Development program.

Leveled literacy materials will be chosen according to student reading levels as determined through benchmarks and progress monitoring. For Talent Development purposes, leveled readers that are slightly above the student's reading level will be chosen to teach children to embrace challenges while providing them a safe, encouraging environment to learn. Students of similar reading ability will be grouped together for instruction. The SCOS standard will be referenced to inform students what skill will be learned along with how the skill will be enriched or extended in the Talent Development group.

Students at Hayesville Elementary School participating in Talent Development and AIG classes at the third, fourth, and fifth grade levels will participate in novel studies and projects led by the AIG Coordinator/Lead Teacher. A challenging chapter book will be chosen based on the reading ability of the students. The book will be read and explored in class in a safe, encouraging environment so new vocabulary can be learned and writing skills can be practiced. The SCOS

standard will be referenced to inform students what skill will be learned along with how the skill will be enriched or extended. Students will be able to engage in lively conversations while making real world connections and participate in collaborative projects while using future ready skills. Other subjects of science, social studies, math and the arts will be explored and SCOS referenced in the novel studies to meet the needs and areas of the identified gifted students.

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

Hayesville Middle School students will participate in pull out AIG classes in grades sixth through eighth. Enrichment provided by the AIG Coordinator/Lead Teacher will be based upon the needs and areas of giftedness of the grade level AIG groups. Students may participate in novel studies, project/problem based learning opportunities, and/or citizen science activities. The SCOS will be referenced to inform the students of what skill will be explored and how it will be enriched or extended.

Hayesville High School extension and enrichment opportunities will be led by teachers in class and during designated intervention/enrichment times.

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

*** 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.

Hayesville Primary School (Kindergarten - 2nd grade)

Clay County Schools continues to employ MTSS strategies to identify, group, and instruct students.

At Hayesville Primary School, a intervention/enrichment time will be built into the master schedule for instruction for differentiated, flexible groups.

Small group instruction and centers are used frequently by teachers at HPS as part of their daily instructional practice. During this time, teachers can provide explicit instruction to bridge gaps and expand learning opportunities per small group student needs.

A Scholastic Leveled Book Room is available for teachers to choose group readers in variety of topics and genres. Students are exposed to fiction and non-fiction titles.

The AIG Coordinator/Lead Teacher uses Sundance/Newbridge Reading & Writing Kits and alternates fiction and non-fiction titles and a variety of topics and genres to appeal to all students.

Teachers have opportunities to meet with the Instructional Coach and/or AIG Coordinator/Lead Teacher for classroom support during grade level planning times.

Hayesville Elementary School (3rd - 5th grade)

Talent Development will be offered to eligible students beginning in third grade. During this time, students will be provided enrichment by the AIG Coordinator/Lead Teacher. Students will have the opportunity to provide input on the books and projects that will be used in class.

The AIG Coordinator/Lead Teacher will provide specialized pull out services for the identified AIG students in the fourth and fifth grades. 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 during grade level planning times. The Instructional Coach is available to support classroom teachers as well. Teachers have access to resources such as the Scholastic Leveled Book Room and i-Ready Toolkit for meeting student needs.

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. The HES counselor also gives the students learning style inventories and the results are shared with teachers.

Hayesville Middle School (6th - 8th grade)

Instructional practices used at Hayesville Middle School include small flexible group instruction used during WIN time. Within that grouping, students will be able to work at a more rapid pace and challenge each other. Flexible 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 as well. The AIG Lead Teacher will provide supplemental small group instruction and be available to help teachers in planning appropriate activities.

Hayesville 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. 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. Small flexible group instruction may be used during WIN intervention and enrichment time. Topics will be chosen based on student interest.

*** Practice C**

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

Hayesville Primary School (Kindergarten - 2nd grade)

1:1 Technology - iPads available for all students

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

Reading A to Z - provides printable and projectable leveled readers

Imagine Learning - online program that provides support for English Learners

Fundations - phonics program

Heggerty Interventions - reading interventions

Frax - online math program

Scholastic Leveled Book Room - leveled readers for students

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

Mclass - early literacy assessment and interventions

Hayesville Elementary School (3rd - 5th grade)

1:1 Technology - chromebooks available for all students

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

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

Mclass - early literacy assessment and interventions

Imagine Learning - online program that provides support for English Learners

Fundations - phonics program

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

NC Check Ins - interim assessments aligned to NC content standards

Ready Reading - ELA program

Scholastic Leveled Book Room - leveled readers for students

Scholastic W.O.R.D. - online vocabulary program

Reflex- online math fact fluency program

Frax - online math program

Spring Math - interventions with peer coaching

Phonics for Reading - phonics intervention

Ready Classroom Math - math program

Ready Teacher Toolkit - math and reading instructional resources

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

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

Hayesville Middle School (6th - 8th grades)

1:1 Technology - chromebooks available for all students

GEAR UP - grant funds that provide resources and opportunities for low income students to increase chances of going to college

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

Coding Class - an elective offered to middle school students

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

Honors Courses - offered to 6th - 8th graders in reading and math

High School coursework - 8th graders can take Math 1 and/or Earth/Environmental Science as of 2022-2023 school year

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

NC Check Ins - interim assessments aligned to NC content standards

Book Club - novel studies with a focus on vocabulary and real world connections

Electives

Hayesville High School (9th - 12th Grade)

1:1 Technology - chromebooks available to all students

GEAR Up - grant funds that provide resources and opportunities for low income students to increase chances of going to college

NCVPS coursework - North Carolina Virtual Pubic School online coursework

NC School of Science and Math - online coursework; residential summer program

Tri-County Community College coursework - dual credit courses; college coursework

Honors coursework - offered in a variety of subjects

CTE coursework and internship opportunities - offered in a variety of subjects and fields

AP coursework

Electives

Reveal Math - math program

CommonLit - online reading program with free reading passages

Desmos Math - math program with tools

Exact Path - online diagnostic with interventions

IXL - online diagnostic with enrichment

NC Check Ins - interim assessments aligned to NC content standards

*** Practice D**

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

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

In addition to providing enrichment to the existing NC Standard Course of Study, students who receive services through the AIG program also work on the following skills: thinking creatively and critically, developing and testing innovative ideas, synthesizing knowledge, drawing conclusions, exercising and communicating sound reasoning, understanding connections, making complex choices and framing, analyzing and solving problems. Many of the projects students work on involve partner and teamwork and give students ample opportunities to develop future ready skills. The books read during our novel studies allow students to make real world connections and introduce topics that prompt rich, engaging classroom discussions. Students are able to learn how to debate and advocate for and against topics in an objective manner.

Outside of AIG, students have opportunities within the district to engage in community service projects and lead

through clubs at the middle and high school levels. Students have opportunities for internships and real world work experience through high school CTE coursework.

*** Practice E**

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

Hayesville Primary School (Kindergarten - 2nd grade)

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

Classroom work samples, assessments, and grades

Brigance Early Childhood Assessment - PK

Teaching Strategies Gold

K-2 Assessments

Mclass benchmarks and progress monitoring - K-2

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

Achievement testing such as WIAT-IV, KTEA-3

Attendance data

Behavior data

SEL data from Rhithm app and Satchel surveys

Hayesville Elementary School (3rd - 5th grade)

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

Classroom work samples, assessments, and grades

3rd Beginning of Grade Reading Test

3rd Grade Read to Achieve Test

3rd Grade Reading Portfolios

SchoolNet assessments

Mclass, 3rd grade only

End of Grade Tests, Reading & Math

i-Ready assessments

NC Check Ins

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

Achievement testing such as WIAT-IV, KTEA-3

Attendance data

Behavior data

SEL data from Rhithm app and Satchel surveys

Hayesville Middle School (6th - 8th grade)

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

Classroom work samples, assessments, and grades

i-Ready

NC Check Ins

EOGs

EOCs

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

Achievement testing such as WIAT-IV, KTEA-3

Attendance data

Behavior data

SEL data from Rhithm app and Satchel surveys

*** Practice F**

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

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. Staff will be encouraged to contact the AIG Coordinator/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/guardians will receive information regarding the social and emotional needs of AIG students when students are identified and information will be made available during appropriate school events. Information is available in the home language for English Learner families. Additional information will be made available when needed for 2e and EL/AIG student support.

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

All students check in daily using the Rhythm app through their school issued device and counselors follow up with students who demonstrate a social/emotional need. More in depth assessment is given to students three times a year using the Satchel screener. The screener tiers students and small group/1:1 activities are provided by the teacher and/or counselor using the Satchel intervention library. Second Step curriculum is used for whole group activities once per month.

MTSS teams at schools gather and monitor relative SEL data such as attendance, behavior, and discipline referrals and have input on appropriate interventions.

*** Practice G**

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

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 in flexible ability groups during a designated time for either intervention or enrichment. A teacher or teacher assistant will be assigned with each group to lead a lesson. Students at the highest tier in each grade will be part of Talent Development enrichment group instructed by the AIG Coordinator/Lead Teacher.

Talent Development will primarily use the Sundance/Newbridge North Carolina Reading & Writing Comprehension Kits. These kits are aligned with the NC SCOS. These kits are composed of fiction and non-fiction books. Students will have the opportunity to read, to process, to make real world connections, to respond orally and in written form. The small

groups 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 Coordinator/Lead 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 that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

The AIG Lead Teacher will provide enrichment through AIG, Talent Development, and Advanced Math classes. Classroom teachers will provide enrichment during designated intervention/enrichment time built into the master schedule at each school. Classroom teachers will also provide differentiation opportunities in class when teaching advanced students.

The MTSS teams at each school supports instruction by analyzing student data in order to group students for intervention and enrichment opportunities. Classroom teachers at HPS, HES, and HMS have common grade level planning times. HHS teachers meet according to common planning time across subject areas. HPS and HES have Instructional Coaches, as well as Interventionists, at each school to assist teachers in the classroom as well.

Professional development will be provided to all K-12 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 Coordinator/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 Coordinator/Lead Teacher can be a part of team planning if needed and/or requested. Resources will be shared that have direct links to the NC SCOS for enrichment and extension ideas.

*** 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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

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/guardians are given the opportunity to review and respond.

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

An AIG Program Progress Report and Talent Development Progress Report has been updated and will be sent home beginning with the 2022-2023 school year with the regular report card to provide communication regarding the student's level of participation and progress towards goals.

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

Any student who qualifies for services through AIG and is also served through EL, the AIG Coordinator/Lead Teacher will meet with the EL teacher to ensure the DEP and LEP reflect the supports to meet the needs of the student.

Any student who qualifies for services through AIG and is also served through EC, the AIG Coordinator/Lead Teacher will meet with the EC teacher to ensure the DEP reflects the supports identified in the student's IEP to meet their enrichment needs.

*** Ideas for Strengthening the Standard**

Per the Call to Action brief, Action #1 is "Reframing your Lens." CCS needs to keep working on the mind shift that our AIG students should be served all day, every day and that differentiation should be an anticipated part of instruction.

Planned Sources of Evidence

* NC DPI AIG enrichment/extension resources

* NC Standard Course of Study

* Differentiated Education Plan (DEP)

Documents

Type

Document Template

Document/Link

AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

Clay County Schools (220) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

As of 2021-2022, the AIG Coordinator/Lead Teacher is Kimberly Worley. She is AIG certified and has administration experience.

The AIG Coordinator has a support system in place with the AIG Advisory Board. There is direct interaction with representatives from the primary, elementary, middle and high school, as well as, central office staff. Representatives include administration, teachers, the school psychologist, superintendent, and others from central office, as well as parent/guardian representation. The AIG Coordinator also collaborates with Instructional Coaches 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 gifted learners
- advocates for all students, including AIG and advanced learners
- creates positive relationships with administrators, teachers, students, and families
- provides district level planning and implementation of the Local Plan for the AIG Program
- participates in the evaluation of the Local Plan and documents revisions with the AIG Advisory Board
- communicates to the Board of Education on the AIG program
- represents Clay County Schools in communication with NCDPI regarding AIG
- participates and represents the AIG program in local, regional, and state meetings

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

*** Practice B**

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

As of 2021-2022, there is only one person serving in the role of AIG Coordinator/Lead Teacher for the district.

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

- addresses the academic, intellectual, social, and emotional needs of all gifted learners
- advocates for all students, including AIG and advanced learners
- creates positive relationships with administrators, teachers, students, and families
- implements the AIG program as described in the Local Plan
- participates in the AIG Advisory Board
- participates in required AIG trainings
- reviews and shares current professional articles, books, and resources on gifted topics
- leads professional development to all staff in all four schools
- leads targeted professional development to staff assisting in talent development services
- provides and supervises services to students in K-3 talent development program
- plans and leads pull out services provided to 4th and 5th grade students

- provides support to primary and elementary teachers through planning and coaching
- provides supplemental instruction to AIG students in the middle school
- provides support to middle school teachers through planning and coaching
- provides support to high school AIG students through consultation and as the Beta Club sponsor
- provides support to high school teachers through planning and coaching
- assists in the collection and analysis of data
- assists in the completion of AIG student DEPs if needed
- assists in the referral and screening processes for AIG services
- meets with parents as needed and as requested

*** Practice C**

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

The person serving in the AIG Coordinator/Lead Teacher role has the AIG add-on license.

Professional development on how to effectively meet the needs of AIG students will be provided minimally to all staff at the primary, 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.

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 be offered targeted professional development will include EL and EC teachers as needed. Professional development will include on how to appropriately identify students who may typically be overlooked. Resources will be provided for reference 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.

*** Practice D**

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

Hayesville Primary School (Kindergarten - 2nd grade)

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

Hayesville Elementary School (3rd - 5th grade)

There is only one teacher with an out of state gifted certification at the elementary school. Students in need of intervention and enrichment will receive it during a designated time of day built into the master schedule. Most days, fourth and fifth grade students will participate in enrichment opportunities with the AIG Coordinator/Lead Teacher. Third grade students will participate two days per week in a pull out program with the AIG Coordinator/Lead Teacher. On other days classroom teachers will provide enrichment to cluster groups of students. They will also provide differentiated opportunities to meet the needs of the advanced students in the regular classroom setting.

Hayesville Middle School (6th -8th grade)

There are two teachers and one administrator at the middle school with AIG certification. A designated time for intervention and enrichment is built into the master schedule. On most days, the grade level teachers will provide enrichment instruction to cluster grouped students. The AIG Coordinator/Lead Teacher will lead instruction to grade level pull out cluster groups one day per week.

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

Hayesville High School (9th - 12th grade)

There is one teacher at the high school with AIG certification. A designated time for intervention and enrichment is built into the master schedule beginning with the 2022-2023 school year. High school teachers will provide enrichment

instruction to cluster grouped students. Advanced students will be cluster grouped for some advanced coursework. Teachers will provide differentiated opportunities to meet the needs of students in face to face classes.

*** Practice E**

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

Information regarding AIG licensure is shared yearly with staff in all schools during the school year. The AIG Coordinator/Lead Teacher keeps up to date PRAXIS testing information, as well as, information regarding AIG coursework through Western Carolina University that can be shared with any interested individuals.

*** Practice F**

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

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

*** Practice G**

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

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

Professional development opportunities are aligned to the goal of the AIG program. Information is provided yearly at

AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

Clay County Schools (220) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

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

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

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

giftedness. The AIG program will be described in terms of resources used and how the social and emotional needs of gifted students are met. Input from parents/guardians is requested when developing the student's DEP. Translation service will be made available if needed. Information will be provided to parents/guardians in the home language.

Information regarding the unique social and emotional needs of gifted students is shared with parents through emails, pamphlets, and/or flyers. A new "Welcome to AIG" pamphlet is being updated for the 2022-2023 school year with online sites for parents to use as a reference for academic, intellectual, social, and emotional topics related to gifted students.

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

The AIG Coordinator/Lead Teacher will seek out parents/guardians from various schools and backgrounds to participate on the AIG Advisory Board in order to get feedback on the AIG plan.

*** Practice B**

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

The AIG program has worked with several outside agencies and institutes of higher education in the past including NC Cooperative Extension and 4-H, Western Carolina University, Tri-County Community College, Western Carolina Pacesetters, Cherokee Preservation Foundation, GEAR UP, WRESA, NC Forest Service, and Hinton Rural Life Center.

NC Cooperative Extension/4-H - provided instruction and curriculum on goal setting, finance, and teamwork
Western Carolina University - provided information and opportunity for summer camp programs for gifted youth
Tri-County Community College - gave students an on campus field trip with a explanation of how dual credit classes work

Western Carolina Pacesetters - teambuilding activities and field trip to climbing tower
Cherokee Preservation Foundation/WRESA - SMART Tank guidance and experience; field trip to competition
GEAR UP - provided curriculum and instruction for ACT practice, various field trips, tutoring opportunities
Hinton Rural Life Center - sponsored Youth Chatuge Leadership opportunity for middle school and high school students

The AIG program has been enhanced in the past through grants received from the SMART Tank Competition (WRESA & Cherokee Preservation Foundation), Learning Links Grant (Community Foundation of WNC), Highlands Cashiers Health Foundation, Target Field Trip Grant, and the Bright Ideas Grant (Haywood EMC).

SMART Tank - provided funds for students' start up business

Learning Links - provided funds for a field trip and to purchase enrichment materials for students

Highlands Cashiers Health Foundation - provided funds to purchase intervention/enrichment materials and online programming/apps to use during COVID

Target Field Trip grant - provided funds for a field trip

Bright Ideas Grant - provided funds to purchase enrichment materials for students

The AIG program would like to explore more options on how to extend community partnerships for the benefit of the students.

*** Practice C**

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

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

Plans are being made to extend parent/guardian representation to include at least one from each school, as well as add a community member representative.

Feedback is regularly solicited from the members of the AIG Advisory Board and used for making AIG plan revisions. School level representatives assist the AIG Coordinator/Lead Teacher in making suggestions for individual school program improvements. Revisions are made based upon the suggestions and shared before presenting to the local board of education for approval.

*** Practice D**

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

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

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

AIG program information is shared in a variety of formats depending on the nature of the information. Each school, as well as the central office, has the ability to send automated calls. Information can be posted on the individual school link and/or district website. Parent and student groups are created for email communication. The Remind app will be utilized for communication beginning in the 2022-2023 school year. Community members can also subscribe to receive email communication via the district website regarding school activities and information.

The Board of Education will be presented with a preliminary copy of the plan in June of 2022 for approval before submission to NCDPI by July 15, 2022. The plan will then be released to the district by the 2022-2023 school year. The plan will be posted on the district website under the AIG tab.

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

*** Ideas for Strengthening the Standard**

The AIG program needs to seek out more partnerships in the community.

Planned Sources of Evidence

* Welcome to AIG pamphlet - in English and Spanish

* Parent/Guardian forms available in home language

* Evidence of grants

Documents

Type

Document Template

Document/Link

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability

Clay County Schools (220) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

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

Standard 1: Student Identification - Use Equitable Identification Practices

Standard 2: Comprehensive Programming with a Total School Community - Provide a Range of Services within the Program

Standard 3: Differentiated Curriculum and Instruction - Foster Talent Development

Standard 4: Personnel and Professional Development - Provide Focused Professional Learning Opportunities

Standard 5: Partnerships

Standard 6: Program Accountability - Collect and Use Meaningful Data

*** Practice B**

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

The AIG Coordinator is responsible for monitoring the local AIG program per description of the plan in accordance with current legislation and state policies. The AIG Coordinator provides updates to the AIG Advisory Board members throughout the year on the program and student progress. The AIG Coordinator provides yearly updates to the local school board. At the end of the school year, the AIG Coordinator meets with school level administrators to solicit feedback and plan for future programming.

*** Practice C**

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

Clay County 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.

Any grant funds obtained by the AIG Coordinator/Lead Teacher will be used to address the needs of the students in AIG, Advanced Math, and/or Talent Development. A small grant of \$792 was obtained this school year through the Learning Links grant. Enrichment materials were purchased to supplement the novel studies used.

*** Practice D**

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

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

Data is typically analyzed by the AIG Coordinator/Lead Teacher at the end of the school year and beginning of the school year to make informed decisions and/or suggestions regarding gifted instruction. If changes in trends are noted

over time, suggestions may be made to the AIG Advisory Board members regarding equitable access and opportunities for students to gifted education.

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

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

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

- number of student internships
- number of students participating in dual enrollment
- number of college acceptances
- successful AP course completion rates
- number of students who earned an Associate's degree

Clay County Schools has a graduation rate of 93.6%; yet, AIG students can still be considered at-risk. Students in high school are monitored for dropout prevention. In the case of an AIG student dropping out, the AIG Coordinator/Lead Teacher would follow up to determine why the student left school.

*** Practice E**

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

During the last plan cycle, Clay County Schools acknowledged the need for a more equitable identification practice. Since then the CogAT, Form 7 has been used in the elementary school as the universal screener. After a screener is given, the AIG Coordinator, school psychologist, and HES Principal analyze the scores. Unfortunately, CCS does not

have a large enough yearly test group to establish local norms. Approximately, the top 25% is extended the opportunity to take the remainder of the CogAT assessment.

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

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

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

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

As of 2021-2022, district wide in terms of students there are 52% boys and 48% girls. Regarding ethnicity per the district, it is as follows: 88% White, 8% Hispanic, <5% Multi-Racial, <5% American Indian, <5% Black, and <5% Asian.

As of 2021-2022, there were 95 identified AIG students in grades 3-12 located in HES, HMS, and HHS. The gender breakdown is 61% boys and 39% girls. Regarding ethnicity per the AIG population, it is as follows: 92% White and 8% Hispanic.

As of 2021-2022, no students identified in AIG were current participants in the EL program. Approximately 6% of the total district population is considered EL or under first year monitoring status. No students identified in AIG were also considered 2e. Approximately 17% of the total district population is identified EC.

Due to the small numbers of underrepresented students, percentages can be easily affected. If AIG representation is not proportional to district demographics and a trend emerges over time, identification procedures will be re-

examined.

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



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*** Practice F**

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

Up to date documentation exists regarding personnel who have the AIG add-on license. Licensure staff communicates with the AIG Coordinator/Lead Teacher regarding current staff who add AIG certification to their existing licensure or new staff hired that have AIG certification. Staff who participate in professional development focused on AIG topics 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/Lead Teacher and Licensure staff.

*** Practice G**

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

Opportunities to provide feedback regarding AIG professional development will be offered to teachers upon completion of each session. Feedback will be in the form of online surveys. The AIG Coordinator/Lead Teacher also has ongoing communications with teachers throughout the school year on how to serve students. Input is welcomed throughout the school year on the effectiveness of the programs offered. District and school level administration and teachers will also be asked to provide feedback regarding the effectiveness of the AIG program at least one time per year. This will be provided during face to face meetings and in writing during evaluations.

The local school board has the opportunity to provide feedback during the yearly AIG update presentation and anytime during the school year.

Parents/guardians have several opportunities to provide feedback. At the beginning of the school year,

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

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

*** Practice H**

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

Once feedback and data are collected, information is shared with district and school level leadership to make plans for the AIG program for the next year. Ongoing discussions are had throughout the school year; however, end of the year discussions are for planning for the upcoming year to make improvements regarding the services provided to students. Ideas for strengthening the program are discussed and goals to work on are established to align with individual school improvement goals.

The AIG Coordinator/Lead Teacher meets with school level leadership to discuss schedules and plans for the upcoming school year. A meeting is also planned with the superintendent to gain insight on district expectations and alignment with district goals. Requests are made by the AIG department for scheduling, resources, etc.

The AIG Advisory Board meets to address any concerns or to review the program during the non-revision years. During the plan revision year, the AIG Advisory Board meets more frequently to provide input and guidance on the local AIG plan.

Any changes that need to be made to the district AIG plan mid-cycle would need to go before the local school board for approval before being sent to DPI.

Every three years, the AIG plan is rewritten and should reflect revisions made in response to student needs as

evidenced by student data and input of stakeholders. The plan should also address any updated or changed AIG program standards revised and adopted by the State Board of Education. The three year AIG plan requires local school board approval before being sent to NCDPI.

*** Practice I**

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

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

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

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

*** Practice J**

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

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/guardian consent prior to testing students and gathering data. Detailed information can be found in Standard 1, Practice A and B. A parent/guardian must be informed and give consent in writing before aptitude testing can be completed or other assessments be performed on

a student. If a student is eligible for AIG services, a parent/guardian 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/guardian request. If a student wanted to re-enter the program after being removed per parent/guardian request, the referral process would start over again. Parents/guardians would be responsible for all new paperwork and the student may have to be reassessed after parent/guardian permission is obtained.

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/guardian 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 5 school days of the request.

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

2 - Central Office Level

*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 Curriculum and

Instruction Director will review the decision and respond in writing within 5 days of receiving the appeal.

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

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*** Ideas for Strengthening the Standard**

Data needs to be monitored for the Talent Development Program beginning with this plan cycle.

The AIG Coordinator/Lead Teacher needs to work more closely with the high school to understand how their MTSS team works.

New counselors began at the high school during the 2021-2022 school year. The AIG Coordinator/Lead Teacher needs to establish a better method of collecting data with them to monitor the progress of AIG students in grades 9-12.

Planned Sources of Evidence

* Call to Action brief
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*

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

Local Board of Education Approval

Clay County Schools (220) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/27/2022 

Original Application Submission Date: 06/27/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Local Board Approval

AIG Related Documents

Clay County Schools (220) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Local Board Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Clay County Schools (220) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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