

Clay County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

Approved by local Board of Education on: 30-MAY-13

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Submitted to NC Department of Public Instruction on: JUNE 03, 2013, 13:49:29

Revision Submitted to NC Department of Public Instruction on: JUNE 03, 2013, 13:49:29

Clay County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Clay County Schools local AIG plan is as follows:

Clay County Schools Vision for local AIG program: The Clay County Schools' Board of Education believes all that children have a potential for learning. The Board requires that all school personnel strive to "provide a comprehensive balanced educational program that will enable each student to reach his/her potential, and be able to successfully compete in society."

Clay County Schools believe that gifted children and youth can be found in all ethnic, geographic, and socioeconomic groups; and that these students are individually unique with differing abilities and needs. It is therefore essential that we commit ourselves to meeting those needs with an array of service options, and that these options be designed to maximize students' opportunities to develop and exhibit their abilities.

We encourage staff development opportunities and collaboration between teachers, parents, administrators and community members to maximize the potential of our students.

Clay County Schools will prepare all students to be responsible, contributing citizens in an ever-changing world through a collaborative effort of students, parents, and the community.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$65346.00	\$0.00	\$0.00	\$0.00

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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

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Clay County System continues to recognize the importance of providing an array of services of differentiated experiences for a population of diverse gifted students. A multifaceted approach that uses multiple criteria and sources of information will be used to match student need with an appropriate service option. This analysis aligns with Coleman and Gallagher's Guidelines for Best Practices in Education of Children Who Are Gifted.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: A formal broad-based sweep of the general school population using testing data will target students ranked in the upper 10 percentile in tested areas. Middle School students are afforded the opportunity to be clustered with peers of similar intellectual abilities. Students in high school may be referred for screening if they are ranked in the top 4 percentile (GPA) and are taking Honors and/or AP classes.

The AIG teacher will work with classroom teachers to determine which students should be nominated for evaluation. In addition to formal broad-based sweep, nominations will be accepted from teachers and/or parents who are knowledgeable and aware of a student's need for differentiation.

Planned Sources of Evidence:

1. Teacher Recommendation for all students. (Parent recommendation considered)
2. Screening (Pre and Post Brigance)
3. End of Grade tests (Pre and Post in reading and math)
4. Core Curriculum Test
5. End of Course for high school.

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Maintained Practice for 2013-2016.

Rationale: Five multiple criteria are used to identify gifted students: Student Aptitude, Student Achievement, Observable Student Behaviors, Student Performance (Academic Grade Average) Student Interest Screening and Student Motivation.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: A comprehensive profile is developed for each student identified within grade spans whereas differentiation may be required.

K-4 (Should meet 4 of the 5 following indicators)

- *Student aptitude at 95%
- *Student achievement at 92%
- *Observable student behavior - 85th percentile at 136 out of 160 points
- *Student performance - academic grade average at 93%
- *Student Motivation - Grades K-2 - Y Caimi at or above 90th percentile
Grades 3-5 - Caimi at or above 90th percentile in 2 of 5 areas or
Gifted Rating Scale - Grades K-8 at or above 90th percentile.

5-8 (Should meet 4 of the 5 following indicators)

- *Student aptitude at 95%
- *Student achievement at 92%
- *Observable student behavior - 85th percentile at 136 out of 160 points
- *Student performance - academic grade average at 93%
- *Student Motivation - Grades K-2 - Y Caimi at or above 90th percentile
Grades 3-5 - Caimi at or above 90th percentile in 2 of 5 areas or
Gifted Rating Scale - Grades K-8 at or above 90th percentile.

9-12 (Should meet 4 of the 5 following indicators)

- *Student aptitude at 95%
- *Student achievement at 95%
- *Observable student behavior - 85th percentile at 136 out of 160 points
- *Student performance - academic grade average at 93%
- *Student Motivation - Grades K-2 - Y Caimi at or above 90th percentile
Grades 3-5 - Caimi at or above 90th percentile in 2 of 5 areas or
Gifted Rating Scale - Grades K-8 at or above 90th percentile.

Differentiated Education Plans as well as Individualized Education Plans, including program service options, are developed focusing on Learning Environment, Content Modification, and Special Program considerations. These services may be provided by the classroom teacher, AIG teacher, school, school system, or local community. However, all services will be under the direction of a highly-qualified teacher.

Planned Sources of Evidence: 1. Student AIG folders containing nomination and testing information.

Other Comments:

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Implementation of screening, referral and identification processes is consistent between the grade levels.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The CogAT is a verbal, nonverbal and quantitative test with a composite score. If a student scores => 85 percentile on the nonverbal section of the CogAT, the student may be further tested using the NNAT, a nonverbal test which helps identify students in under-represented populations.

Planned Sources of Evidence: 1. Student AIG folders containing nomination and testing information.

Other Comments: Student Aptitude tests need to be purchased for use in lower grades to meet the state standards of nomination, screening and identification in grades K-12.

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: To allow for wider screening of students, a math and Language Arts pretest will be given in grades 1-4. In grades 3-8, End of Grade testing is used for screening, and End of Course testing is used for grades 9-12. Additionally, to accommodate English language learners as well as other diverse students, the NNAT can be used as a supplement to the CogAT.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The teachers will develop and implement a pretest in math and reading to screen for

potentially gifted students.

Planned Sources of Evidence: 1. AIG child count is reflective of Clay County School's demographics.
2. Student nomination and testing information

Other Comments: 2 NNAT tests were purchased.

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: Policies and procedures that safeguard the rights of AIG students and their parents/families have been adopted by our local board of education. These policies include informed consent, reassessment procedures, transfers for other LEA's, and resolving disagreements at all levels.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Screening

The first phase of the placement process will be a review of the general school population to determine which students may need further assessment and/or placement in the differentiated services of gifted education. Student screening procedures will be responsive to the diversity of potentially gifted students by giving particular attention to the culturally diverse, economically disadvantaged and the disabled. Informational meetings will be offered for parents/guardians of identified students providing curriculum opportunities within the AIG program.

The screening procedure will include the following:

- A formal, broad-based sweep of the general school population using annual testing data will target students ranked in the upper 15th percentile in tested areas. The AIG teacher will compile and process the pool of students at the elementary school and middle school level. Students in high school may be referred for screening if they are ranked in the top 4th percentile and are taking honors and/or AP classes.
- The AIG teacher will also work with classroom teachers to determine which students should be nominated for evaluation. In addition to the formal broad-based sweep, nominations will be accepted from teachers and/or parents who are knowledgeable and aware of a student's need for differentiation.
- Information collected in grades 2 through 4 and in grade 6 at the screening stage will lead either to nomination to the Needs Determination Team (NDT) or a decision that the student does not require

further review at that time.

Identification/Placement

OBSERVABLE STUDENT BEHAVIORS: Indicators of characteristics of giftedness

If not included with this form, the Gifted Behavior Scale is available from the AIG teacher.

STUDENT PERFORMANCE: Indicator of student's demonstrated mastery

In the table below, please provide numerical grade averages for previous years as well as current scores for this year.

Grade Placement Language Arts Math Other

STUDENT ACHIEVEMENT: Indicator of a student's knowledge

Please provide the achievement percentile scores from the student's folder.

Test Date Reading Math Other
NC-EOG
NC-EOG

Planned Sources of Evidence: 1. Student nomination and testing information
2. Faculty AIG training minutes

Other Comments: Teachers need to be trained so that they can better identify the unique characteristics of gifted students.

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Maintained Practice for 2013-2016.

Rationale: Eligibility and placement records are maintained by the AIG teacher and reviewed annually. Informational and consent letters are sent home to parents.

When it is determined that a student is eligible and needs differentiated services, a Differentiated Education Plan (DEP) may be developed. When developing the DEP, the needs of the majority of gifted students can be matched with the existing service delivery options to ensure effective

programming, a continuation of services, and school transitions. Various service options and opportunities will be available to meet the diverse needs of gifted students who function on many different levels. The Differentiated Service Delivery Options Match Charts for K-4, 5-8 and 9-12 summarize the array of service delivery options available to gifted students. These charts present different learning environments, content modifications and special programs that are listed in the DEP. These varying services offer a comprehensive program to the students who attend Clay County Schools and is shared annually with parents/families.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Clay County Schools will use a multifaceted approach that will include indicators of potential giftedness. These indicators are the student's observable behaviors (Gifted Behavior Scale), student performance (GPA), student achievement (EOG), student aptitude (Mental Abilities), and student motivation (Y-CAIMI/CAIMI).

Nomination data will be reviewed by the NDT in each school. This committee will be comprised of the AIG teacher and the grade-level teacher(s). Other possible participants may include the principal/assistant principal, school psychologist, counselors, additional teacher(s), LEA representative, parent(s) or other appropriate personnel as necessary. The function of this committee is to review all relevant student information and to then make recommendations regarding student eligibility. Eligibility and placement records will be maintained by the AIG teacher and reviewed annually.

During review and the service delivery options match, the NDT will adhere to the following guidelines:

- Student aptitude must be at or above the 85th percentile.
- Information from any and all indicators may be used in matching students with appropriate service delivery options.
- Information from specific indicators may be given priority for specific service delivery options (e.g. math achievement/performance = advanced math class).

Students Transferring in or out of County

Gifted students of record transferring into Clay County Schools may request their records to be reviewed by the AIG teacher or NDT. Proper documentation will be evaluated for possible placement into Clay County Gifted Program, and additional testing may be required. For students transferring out of the county, parents need to request a copy of the student eligibility profile to be included in their permanent record.

Procedure to Resolve Disagreements

In the case that a parent/guardian does not agree with Clay County School's decisions that a student not be identified as academically/intellectually-gifted or if the AIG services(s) offered are not considered by the parent/guardian to be appropriate, the following procedure will be utilized to resolve disagreements:

1. School Level: Committee Conference - The parent/guardian may request a conference with the school-based committee to discuss concerns. The school-based committee will review records and gather any additional information as needed. A conference will be granted within 10 school days of

the request. Principal Conference - If the disagreement is not resolved through the committee conference, the parent may make a written request for a conference with the principal. The principal will review the recommendations given by the committee and respond in writing to parents within 10 school days.

2. Central Office Level: Special Programs Director - The parent/guardian may appeal the principal's decision in writing to the special programs director within 5 days of receiving response. The Special Programs Director will review the decision and respond in writing within 10 days of receiving the appeal. Superintendent/Associate Superintendent - The parent/guardian may appeal the Special Programs Director's decision in writing to the Superintendent/Associate Superintendent within 10 days of receiving response. The Superintendent/Associate Superintendent will review the decision and respond in writing within 10 days of receiving an appeal.

If the disagreement is not resolved after appeals at both levels, the parent/guardian may appeal to the Board of Education.

- Planned Sources of Evidence:**
1. Parent Communications - including form letters
 2. Student AIG folder containing parental consent
 3. Procedures for resolving disagreements

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Regular classroom teachers will adapt the NC Standard Course of Study as appropriate for identified gifted children.

Goals: Regular classroom teachers will be trained to adapt the Core Curriculum as appropriate for identified gifted children.

Description: PERSONNEL AND PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, development, and delivery of service to academically/intellectually gifted students shall have knowledge that enables them to offer appropriate differentiation. Clay County Schools will provide ample professional development to address the following topics:

1. Different characteristics, intellectual and social needs of students with giftedness potential
2. Differentiation of content/process/instruction, and evaluation in program options needed to evoke gifted potential
3. Strategies for implementing differentiation:
 - Higher Level Thinking Skills □ Problem Solving Skills
 - Open-ended assignments □ Development of Creative Thinking
 - Cooperative learning □ Curriculum compacting/acceleration

Regular education teacher providing differentiation for AIG learners will actively seek professional development in the area of gifted education. It is strongly encouraged that regular education teachers pursue licensure in AIG education.

All specialized teachers in gifted education will be afforded ample scheduled common planning time for the development of differentiated curricula and programs.

- Planned Sources of Evidence:**
1. Sample curriculum units and lesson plans
 2. Student work products
 3. Classroom observable data
 4. Teacher training minutes/notes
 5. Student DEP

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County School offer diverse and effective instructional practices to address a range of learning needs. The multiple indicators of giftedness that are summarized on the Individual Student Eligibility and Placement Record will be used to make the appropriate Service Delivery Options.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Extension of Curriculum for AIG learners include:

Elementary - provide Challenge Program, curriculum compacting in the regular classroom, and curriculum enrichment with the AIG teacher.

Middle School- provide honors and advanced classes, curriculum acceleration, early college, and curriculum enrichment with the AIG teacher.

High School - provide early college, dual enrollment, AP classes, NCVPS, and acceleration.

Planned Sources of Evidence: Student transcripts, AIG folders, evaluations, certificates of completion

Other Comments:

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: Various service options, curriculum and opportunities are provided to meet the diverse needs of gifted students who function on many different levels.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: DIFFERENTIATED EDUCATION PLAN (DEP)
PROGRAM SERVICE OPTIONS
GRADES K-4

Learning Environment

- Acceleration by Subject
- Cluster Grouping
- Early Admission
- In-Class Flexible Grouping
- Resource Services Inclusion Pull-Aside
- Resource Support
- Subject Grouping

Content Modification

□ Accelerated Reading Program □ Adaptation of North Carolina Standard Course of Study □ Classroom Centers □ Computer-Based Instruction □ Curriculum Compacting □ Differentiated Units □ Interest-based Enrichment □ Thematic Units

□ Academic Enrichment □ Accelerated Math Program □ Accelerated Reading Program □ Adaptation of North Carolina Standard Course of Study □ Advanced Writing Projects □ Curriculum Compacting □ Differentiated Units □ Interest-based Enrichment

Special Programs

□ Essay Contests □ Field Trips □ Odyssey of the Mind □ Reading Incentive Program □ Special Interest Speakers □ Community Service Projects □ TIP Program

GRADES 5-8

Learning Environment

□ Acceleration by Subject □ Across Team Grouping □ Cluster Grouping □ Grade Acceleration □ In-Class Flexible Grouping □ Resource Services □ Resource Support Inclusion Pull-Aside □ Subject Grouping

Content Modification

□ Academic Enrichment □ Accelerated Math Program □ Accelerated Reading Program □ Adaptation of North Carolina Standard Course of Study □ Advanced Writing Projects □ Curriculum Compacting □ Differentiated Units □ Interest-based Enrichment

Special Programs

□ After School Enrichment □ Band □ Battle of the Books □ Chorus □ Envirothon □ Essay Contests □ Field Trips □ Junior Beta Club □ Math Counts □ Odyssey of the Mind □ Reading Incentive Program □ Soil/Water Conservation Project □ Special Interest Speakers □ TIP Program □ Contests/Competitions

GRADES 9-12

Learning Environment

□ Advanced Classes □ Advanced Placement Courses □ Distance Learning □ Dual Enrollment College/University Courses □ Honors Courses □ Resource Support □ Senior Project Mentor Program □ Specialized Electives

Content Modification

□ Adaptation of North Carolina Standard Course of Study □ Computer-based Instruction □ Honors English I □ Honors English II □ Honors English III □ Honors English IV □ Foreign Language (III) □ Honors Geometry □ Honors Algebra II □ Honors Discrete Math □ Pre Calculus □ AP Calculus □ Honors Civics/Economics □ Honors US History □ Honors Biology □ Honors Chemistry □ Honors Physics □ Honors Art IV □ Honors Band III & IV □ Honors Chorus III & IV □ SAT Prep □ AP Music Theory □ NC Academic Scholars Program □ Presidential Award for Academic Excellence □ Honor Graduate ≥ 3.63 GPA

Special Programs

□ Academic Scholarships □ Band □ Beta Club □ Chorus □ Enrichment Opportunities □ Envirothon Team □ Field Trips □ Global Student Exchange Program □ Governor's Page Program □ Governor's School □ Mu Alpha Theta □ National Honor Society □ National Technical Honor Society □ NC School of the Arts □ NC School of Math/Science □ Quiz Bowl □ School Newspaper □ School Yearbook □ Senior Project □ Student Technology Advisory Committee □ Summer Ventures □ Talent Search □ Contests/Competitions

Planned Sources of Evidence: 1. Sample curriculum units and lesson plans
2. LEA's AIG Plan
3. Student's DEP

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools work to prepare students to be responsible, contributing citizens in an ever-changing world. It provides a plethora of advanced educational opportunities for developing 21st century content and skills.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG personnel provides a variety of additional resources for the regular classroom teacher as well as providing competitive academic programs (Odyssey of the Mind, Math Counts, Envirothon, etc.) Students at all grade levels are eligible for a variety of learning environments.

Planned Sources of Evidence: 1. Classroom observation data
2. LEA's AIG Plan
3. Student work products
4. List of resources that include above grade level materials

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools will expand assessment (pre and post) for providing differentiation in classroom instruction to meet curriculum guidelines for identified gifted students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Clay County Schools offer a variety of delivery service options such as dual enrollment, distant learning (NCVPS), and special programs (senior project, field trips, and guest speakers). Students have the opportunity to travel abroad to Denmark and China learning about other cultures.

Planned Sources of Evidence: 1. Student involvement in school, community, regional and global applications of life skills.
2. Student participation in related extra-curriculum opportunities, such as service learning.

Other Comments:

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Social and emotional needs of AIG students are met through extra curricular activities and opportunities.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: On-going assessments to differentiate classroom curriculum and instruction continues

to be implemented at all grade levels. Assessments in the form of pre and post tests, end of grade tests, and mastered surriculum standards are monitored by the classroom teachers. Grade level and subject area meetings are held monthly to discuss curriculum and subject differentiation for all students.

Planned Sources of Evidence: 1. Student AIG folders.
2. Assessment scores and ratings
3. Skill mastery via assessment.

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Students in grades 4 - 12 are identified gifted. Students in K-3 are placed in a gifted pool and are serviced through a pull-out program once a week. Services for potential students are provided in an inclusive model of service delivery.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All personnel involved in the planning, development, and delivery of service to academically/intellectually gifted students shall have knowledge that enables them to offer appropriate differentiation.

Guidance Counselors in all schools will review AIG students' transcripts to ensure appropriate placement in accordance with their service delivery options and assure AIG students receive placement in appropriately rigorous and challenging classes.

Planned Sources of Evidence: 1. Curriculum units/Lessons which address the affective domain.
2. Agendas from teacher training.

Other Comments: Regular classroom teachers need to be provided training to address the social/emotional needs of gifted learners.

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools continues to recognize the importance of providing an array of services of differentiated experiences for a population of diverse gifted students. A multifaceted approach that uses multiple criteria and sources of information will be used to match student need with an appropriate service option.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Planning and professional collaboration through grade level and school based meetings will focus on curriculum compacting and enrichment of the Common Core Standards.

Planned Sources of Evidence: 1. Professional Development Activity Completion certificates
2. Teacher meetings agenda and attendance log

Other Comments:

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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Focused Practice for 2013-2016.

Rationale: When it is determined that a student is eligible and needs differentiated services, a Differentiated Service Plan (DEP) will be developed. When developing the Differentiated Education Plan, the needs of the majority of gifted students can be matched with the existing service delivery options to ensure effective programming, a continuation of services and school transitions.

Delivery options for student needs are reviewed annually using the "AIG Yearly Performance Review" document. This document determines if a student will continue with the current service plan or if changes are needed.

As Clay County Schools implement its AIG plan, the core team will revise and refine the plan annually with the goal of continually improving services for AIG students.

Goals: Communication between regular classroom teachers and the AIG teachers will be utilized. Staff development on topics such as curriculum compacting, content differentiation, characteristics of gifted students and identification of students needing AIG services will be provided to better equip teachers to meet the needs of gifted students. Teachers will use best practices in teaching AIG students.

Description: Core team and extended team members will meet to discuss options for collaboration among staff members to meet the needs of AIG students. AIG certified teachers and/or outside support may be used to provide knowledge of how to differentiate instruction to students.

Planned Sources of Evidence: 1. Samples of differentiation resulting from school and district collaboration.

2. Agendas from teacher training.

3. Notes from school and district meetings.

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG certified/ licensed educators are provided in the Clay County elementary and middle school to guide and develop plans of meeting the needs of AIG students. As funds become available, the district may need to consider employing additional AIG certified teachers and staff training for current teachers to receive AIG and Advanced Placement certification. At the district level, a licensed curriculum and education specialist will supervise the general administration of the program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Clay County Schools hired an additional AIG certified teacher to serve the elementary and middle school population. In this capacity, inclusive practices, curriculum compacting, and individualization of AIG learners can be enhanced. Team teaching strategies have evolved through staff development and enrichment opportunities. As a result, the three schools are working in concert to better develop, monitor, and implement the AIG program by meeting together to vertically align the program.

Planned Sources of Evidence:

1. Meeting minutes and agendas
2. Staff development certificates of completion
3. School Improvement Plans

Other Comments:

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Clay County elementary and middle schools employ an AIG specialist who works directly with AIG students in addressing the academic, intellectual, social and emotional needs of gifted learners. The high school curriculum uses varying service options such as honors, special programs and various learning environments.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The emotional and social needs of gifted learners are met through small group collaboration, counseling services, leadership/volunteer opportunities and parent conferences.

Planned Sources of Evidence: 1. Teaching schedules
2. Parent-teacher communication
3. Lesson plans

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Maintained Practice for 2013-2016.

Rationale: All personnel involved in the planning, development, and delivery of service to AIG students shall have knowledge that enables them to offer appropriate differentiation.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Professional development will address the following topics:

1. Different characteristics, intellectual and social needs of students with giftedness potential.
2. Differentiation of content/process/instruction, and evaluation and program options needed to evoke gifted potential.
3. Strategies for implementing differentiation: a) higher level thinking skills b) problem solving skills c) open ended assignments d) development of creative thinking e) cooperative learning f) curriculum compacting/acceleration

Planned Sources of Evidence: 1. Personnel Responsibilities chart
2. Documented Professional Development participation

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Maintained Practice for 2013-2016.

Rationale: All AIG students are placed in the regular classroom with Highly Qualified teachers in the Core Curriculum. AIG licensed teachers provide enrichment as co-teachers or pull-out.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All students are in general education classes. Co-teaching and individualization is provided for all students.

Planned Sources of Evidence: 1. Class rosters
2. Teacher license
3. Course descriptions.

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Focused Practice for 2013-2016.

Rationale: All professional development in Clay County is aligned with the Core Curriculum and AIG Plan.

Goals: The Core Team will develop and design professional development for each of the topics that support Clay County's AIG program goals and district initiatives to include State Board of Education 21st Century goals, NCVPS, and Race to the Top objectives. Teachers will be required to attend minimum number of professional development courses depending upon the subject(s) taught and will be required to provide evidence of implementation within their classrooms.

Principals will provide leadership and support for implementation and assessment for the AIG program and monitor compliance with local, state and federal guidelines.

Depending on funding, professional development will be offered by Clay County AIG teachers and/or outside support.

Description: Professional development will address the following topics:

1. Different characteristics, intellectual and social needs of students with giftedness potential.
2. Differentiation of content/process/instruction, and evaluation and program options needed to evoke gifted potential.
3. Strategies for implementing differentiation: a) higher level thinking skills b) problem solving skills c) open ended assignments d) development of creative thinking e) cooperative learning f) curriculum compacting/acceleration

Planned Sources of Evidence: 1. Agenda and participation log for Professional Development
2. Lesson Plans and/or classroom observations

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice is to allow for implementation of highly qualified professional development. As Clay County Schools design and implement Professional Development as stated in Practices C and E, particular attention will be paid to align the content of the Professional Development opportunities with the 21st century skills and content at advanced levels.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Regular education teachers and AIG licensed teachers will participate jointly in the professional development revolving around Common Core Standards and best teaching practices in gifted education.

Planned Sources of Evidence: 1. Common Core Training sponsored by NCDPI
2. AIG training by NCDPI

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All specialized teachers in gifted education will be afforded ample scheduled common planning time for the development of differentiated curricula and programs. After receiving training through the required Professional Development courses, teachers will be given the opportunity to reflect upon implemented practices with their peers.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Joint professional training opportunities with regular education and gifted education will occur over the school year. Co-teaching practices and enrichment opportunities will be provided as teachers plan, implement, and refine teaching practices.

Planned Sources of Evidence: 1. Co-planning meetings.
2. NCDPI sponsored training in gifted education in concert with the Core Curriculum and the Cultural Arts.

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Maintained Practice for 2013-2016.

Rationale: Students are nominated, identified and service may be provided in all grades when the need arises.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG teacher, guidance counselor, principal and other stakeholders help ensure that students' academic, intellectual, social and emotional needs are met through conferences, review of records, and parent/student communication.

Planned Sources of Evidence: 1. An array of service options under learning environments, content modifications, and special programs
2. DEP and IEP
3. Clay County AIG Plan

Other Comments: With additional support with staff development, teachers will become more confident in addressing the various needs of AIG learners. Clay County Schools is working toward providing a wider array of services for students in grades K-12.

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: Students are placed in programs and are serviced based on areas of gifted identification. At the elementary level students are served through integrated units in a pull-out program to expand on core curriculum. In the middle school, students are served by the AIG teacher in a pull-out program focusing on subject area acceleration. In the high school, the guidance counselor will work closely with the students to guide them in appropriate course selection. At all levels, AIG teachers work with teachers to provide in-class differentiation as needed.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Students in grades K-8 may be serviced in separate, pull-out programs. In grades 5-8 students can be enrolled in advanced math and reading courses. In 9-12 grades, students may self-select honors and some AP courses based on areas of strength.

Planned Sources of Evidence: 1. Clay County AIG Plan
2. Student course schedule
3. DEP and IEP
4. Student identification profile matched to service options
5. Integrated units

Other Comments:

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG programs and services are integrated within the total instructional program, using state and district initiatives as previously stated in Standard 3, Practice E. Clay County Schools continue to place students appropriately according to their specific areas of giftedness.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Students are placed in pull-out programs, flexible/clustered/subject groups, and honors courses. To enhance AP courses offered, the district will consider on-line options.

Planned Sources of Evidence: 1. Student course schedule
2. Student identification profile matched to service options

Other Comments: To strengthen this practice, the LEA needs to consider options for AIG students to take on-line AP/honors courses when scheduling conflicts occur. For example because many AIG students can achieve above grade level, when two AP/honors courses are offered at the same time, AIG students should be allowed to take one of the AP/honors courses on-line at a different time. This would allow AIG students to be more competitive when applying and attending larger/elite universities.

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: All staff should review goals and initiatives from the state of North Carolina and provide information in common meetings. A committee should provide written information to principals to disseminate for staff members.

Goals: Using the committees report, principals will collaborate with staff members short and long term goals for implementing the AIG plan. Teachers will be provided with AIG training (refer to Standard 2, Practice I).

Description: A committee consisting of principals, a school board member, and several staff members should meet to gather information for the purpose of supporting classroom teachers who teach AIG students. They can help to make AIG students' transitions and continuation of their learning smooth and rigorous.

Planned Sources of Evidence: 1. Agendas/minutes from committee meetings
2. Agendas/minutes from staff training

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Effective continuation of K-12 services, especially at key transition points of grades 4 to 5 and grades 8 to 9 is mostly evident. Grades 4 to 5 are in place, but disparity exists in grades 8 to 9.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: In grades 4 to 5, the AIG teachers meet to ensure proper placement in honors courses. Improvement is being made to continue rigorous course work at the high school. The middle school AIG teacher communicates with the high school guidance counselor on AIG freshmen schedules to ensure proper placement in honors courses (Honors Algebra I, Honors English I and exempting Freshman Communication Skills).

Parent communication will occur at key transition points.

Planned Sources of Evidence: 1. Agendas/minutes from curriculum meetings
2. Student course schedules
3. Parental communication (AIG Yearly Performance Review)

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: This Practice is a continuation of Standard 4, Practice E. AIG updates need to be disseminated annually to staff members to promote collaboration among grade levels and schools.

Goals: Staff would meet to effectively brainstorm for ideas to enhance differentiated services for AIG students. Additionally flexible scheduling for high school students needs to be implemented.

Description: Refer to Standard 2, Practice I - Staff development on topics such as curriculum compacting, content differentiation, characteristics of gifted students and identification of students needing AIG services will be provided to better equip teachers to meet the needs of gifted students.

Planned Sources of Evidence: 1. Agendas/minutes of staff meetings
2. LEA and School websites
3. DEP and/or IEP

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Guidance Counselors and AIG specialist are effective in identifying, monitoring and addressing AIG students' social and emotional needs. Regular classroom teachers need to become more aware of the affective domain of AIG students and how to address these issues.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Training for all staff members would ensure awareness of AIG students' emotional and social needs.

Annual meetings for all staff involved with AIG students, to include counselors and psychologists, facilitate appropriate program planning.

Planned Sources of Evidence: 1. Intentional student programming and instruction
2. Related professional development opportunities

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County AIG Plan allows for acceleration by subject and/or grade; however, there is a need to develop a process of implementing accelerative instruction and placement options when appropriate for an individual gifted learner.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Clay County Schools monitors cognitive and achievement levels of all students whether they have previously been identified or in the pre-identification process. Differentiated strategies are implemented in the areas of concern. A wide array of programs and services are offered to meet the needs of these students however, due to our small size and location, we are continuing to search for more program options.

Planned Sources of Evidence: 1. Acceleration options available and process communicated
2. Use of appropriate acceleration measurement
3. Student schedules
4. Teacher lesson plans indicating differentiation

Other Comments:

Practice I

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools measures mental abilities of 4th graders using the CogAT and the NNAT2 to identify under-represented AIG populations.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Clay County School satisfactorily identifies students who are traditionally under-represented. The AIG population is reflective of the district's demographics. The NNAT2 will be used as a supplement to better identify English Language learners and highly gifted students when they score well on the non-verbal section of the CogAT. Individual evaluations are provided for any student by the school psychologist.

Planned Sources of Evidence: 1. Student data demographics and trends.

2. AIG folders and testing data

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools provide a plethora of extra-curricular activities at all grade levels for AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Programs such as Odyssey of the Mind, Envirothon, Poetry Contests, Accelerated Reader program, clubs and organizations, Governor's School, etc. are offered. An ESL Program is provided by an ESL certified teacher.

Planned Sources of Evidence: 1. Student participation in extra-curricular programs, service learning, inquiry based projects, mentor programs, etc.
2. Variety of opportunities shared with students.

Other Comments:

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools' AIG Plan provides for effective communication with parents/families and the community. The AIG teachers as well as other school personnel work diligently to communicate regularly with parents.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: An AIG Plan Review Panel may consist of the superintendent or associate superintendent, school board members, administrators, AIG teachers, regular education teachers, parents and students. The panel shall convene annually to discuss and assess The Plan for Gifted Education. The review will center on improved student growth and performance and overall program effectiveness.

The accumulated annual assessments shall be compiled and reviewed every three years in accordance with the summative evaluation of programmatic growth. These data will be instrumental in the formal revision of The Plan for Gifted Education.

School progress reports and permission slips are given to parents as needed. Phone calls and parent conferences are scheduled as necessary.

PARENT AND COMMUNITY INVOLVEMENT STRATEGIES

Communication

- * Informational meetings will be held by the gifted education teachers to help school faculties and parents understand the implementation plan of the model program at the school.
- An effort will be made to provide accurate information regarding gifted education to the local media.
- Communication will be provided in Spanish upon request.

Community Involvement

Partnerships with parents, business, and community groups will be pursued in order to offer support and advocacy for gifted students. Targeted areas will include:

- Increased use of volunteers as Special Program Sponsors (ex.) Odyssey of the Mind, Special Interest Speakers, etc.
- Increased use of community volunteers and business partnerships to facilitate mentorship, shadowing, and internship programs in collaboration with the vocational program.

- Development of human resources for AIG enrichment activities (ex.) field trips, guest speakers, etc.
- Investigating regional level AIG activities with neighboring systems.

Planned Sources of Evidence: 1. Various modes of communication: website, Clay County AIG Plan, letters, etc.
2. Agendas/minutes of related meetings
3. Intentional recruitment efforts
4. Membership and involvement of parent/family and community

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Clay County AIG Plan provides for adequate communication about the AIG program to parents/family, administration and board members. Increased communication with the community is being addressed.

Goals: To better inform parents/family and the community about the AIG program, a link on the LEA's website will be added.

Description: This website link will include the local AIG Plan and other policies relating to gifted education. Information about competitions, special programs and other pertinent information will be posted and updated regularly as events occur.

Planned Sources of Evidence: 1. LEA website link
2. Newspaper articles

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools has a core group of stakeholders who meet intermittently to assess the needs of the AIG Plan. This team wrote and developed the district's AIG Plan. An extended team will be developed to review, edit and revise the AIG Plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The extended team will consist of the core team, parents, teacher, administrators, and board members will be organized and will meet annually to review, edit and revise the AIG Plan.

Planned Sources of Evidence: 1. Agenda/minutes from meetings
2. List of AIG Extended Team members

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County AIG Plan states that schools will inform parents/families and the community of opportunities available to AIG students regularly.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All forms informing parent/families of opportunities available to AIG students are available upon request in English as well as Spanish, based on Clay County demographics.

Planned Sources of Evidence: 1. Parental communication
2. Requested translated documents

Other Comments:

Practice E

Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools partners with a variety of parents, institutions of higher education and local businesses within the community to enhance and gain support for AIG programs and services.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Informational meetings will be held by the gifted education teachers to help school faculties and parents understand the implementation plan of the model program at the school. An effort will be made to provide accurate information regarding gifted education to the local media.

8/7/2013

Partnerships with parents, business and community groups will be pursued in order to offer support and advocacy for gifted students: increased use of volunteers as program sponsors and increased use of community volunteers and business partnerships to facilitate mentorship, shadowing and internship programs in collaboration with the vocational program.

Planned Sources of Evidence: 1. Participation of community agencies, organizations and families in programming, guest speakers, meetings, AIG student involvement.
2. Photos, newsletter, and articles
3. Awards and recognitions from outside agencies

Other Comments:

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools develops a written AIG plan in accordance with state legislation and local policy. This plan is presented to the Clay County Board of Education and then forwarded to NCDPI for review. The new AIG plan, aligned with state standards, will replace the previous one. School personnel will receive training regarding the implementation of the plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Plan for Clay County Schools will encompass the following areas:

Forward and Steering Committee

Philosophy of Gifted Education

Needs Assessment

Goals

Indicators of Giftedness: The Gifted Learner

Identification of Students for Differentiated Services

Decision Making Flowchart

--Nomination, Screening, Referral, and Eligibility Processes

--Placement, Service Delivery Options, and Development of Differentiated Education Plans

Service Delivery Options: K-4, 5-8, and 9-12

Re-evaluation

Appeals Procedures for Parents/Guardians

Program Evaluation

Personnel and Professional Development

Parental and Community Involvement

Planned Sources of Evidence: 1. LEA's AIG Plan
2. Board minutes and signature page

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools AIG Plan and Procedures implementation is monitored annually by district personnel and core/extended teams.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Core/Extended teams composed of parents, teachers, administrators, and board members meet annually to review data reports, EOG data, parent-teacher feedback and AIG data for purpose of adjusting and monitoring the implementation of the AIG Plan and Procedures. The team's findings help the district personnel evaluate effectively the AIG program.

Planned Sources of Evidence: 1. School based programming audits
2. Disaggregation of EOG and EOC data
3. Data reports/trends of related topics
4. Parent-teacher interviews

Other Comments:

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools uses and monitors state funds allotted for the local AIG program according to state policy.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: District personnel keeps and monitors records of state funds allotted for the AIG program. Funds are communicated through the "Academically/Intellectually Gifted Program Budget" in the AIG Plan and Procedures document.

Planned Sources of Evidence: 1. LEA's Annual Budget Statement
2. Receipts for materials and curriculum products
3. Academically/Intellectually Gifted Program Budget

Other Comments:

Practice D

Maintains, analyzes, and shares student performance growth and annual drop-out data for AIG

students.

This practice is a Focused Practice for 2013-2016.

Rationale: District personnel maintains and analyzes student performance growth and annual drop-out data for AIG students. It is shared with the AIG teachers and administrators. This data will be shared with other stakeholders through the AIG website link.

Goals: The LEA will create an AIG link to the district's website. This link will share data on AIG students Grade Point Averages, EOG and EOC results, SAT scores and drop out rates.

Description: AIG student performance growth and annual drop-out data will be shared with stakeholders on the LEA's website, AIG link.

Planned Sources of Evidence: 1. LEA website
2. DEPs
3. Drop-out data that includes AIG students

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: District personnel and AIG teachers monitor the representation and retention of under-represented populations in the AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG headcount and other relevant data are collected and reviewed. The data is compared to LEA demographics and efforts are made to include under-represented populations in the AIG program. Refer to Standard 4, Practice I.

Planned Sources of Evidence: 1. AIG data regarding referral and identification trends based on demographics
2. Enrollment data on upper level courses
3. Evaluation instruments

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools maintains data regarding the credentials of personnel serving AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Associate Superintendent keeps all records of AIG personnel.

Planned Sources of Evidence: 1. Licensure reports
2. Professional development records

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: A core group of people meet to determine the instruction and programming of gifted students. An extended group that meets regularly to review all aspects of the local AIG program and make recommendations for program improvement will be formed.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This team will meet annually to review all aspects of the local AIG program.

Planned Sources of Evidence: 1. Agenda/minutes of committee meetings and work sessions
2. Membership of the Extended Team

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Clay County Schools will continue to elicit feedback from students, parents/families, teachers and other stakeholders regarding the quality and effectiveness of the local AIG program.

Goals: Clay County Schools will develop a survey to illicit feedback from students, staff, and parents gathering information for program goals and objectives.

Description: Program feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the program will be recorded from steering committee meetings, DEP annual reviews, and school improvement team meetings.

Informational meetings will be held by the AIG teachers for school faculties. An effort will be made to provide periodic information regarding gifted education and updates to the local media.

Planned Sources of Evidence: 1. Committe minutes
2. School Improvement Plans
3. DEP annual reviews
4. Media clips

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools AIG program is reviewed and revised to better serve AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Core Team, administrators, and the AIG teachers use data from other districts, test results, current periodicals and AIG studies, input from regular education and AIG teachers, state policies and requirements, and stakeholders to review and revise the local AIG program.

Planned Sources of Evidence: 1. Data gathered from annual DEP meetings
2. Data from stakeholders
3. AIG Plan revisions
4. Agenda/minutes of Core Team meetings

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Clay County Schools data from evaluation of the AIG program is made available to teachers, parents/families, administrators, local school board, and the media.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All data (including test scores, program services, special programs) from the evaluation of the AIG program are disseminated to parents, staff, administration, and the local board of education. The steering committee will use this information for enhanced program development.

Planned Sources of Evidence: 1. Steering committee minutes
2. Board minutes

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a **Maintained Practice** for 2013-2016.

Rationale: Clay County Schools is dedicated to provide an appropriate education for gifted students so that they can reach their intended potential. The district has a board approved AIG Plan. Based on funding and district size, the AIG practices are limited in some areas.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The district has put in place an effective AIG Plan that encompasses the equitable screening, identification, and service options for its students. However, with additional funding, services could be expanded to better encompass all students K-12, such as providing more AIG certified teachers and AP/honors courses. Nomination and identification could also be expanded with the purchase of more testing resources.

Planned Sources of Evidence: 1. Due process procedures are written and shared in various ways
2. Interviews with parents/guardians and school personnel where disagreements have occurred

Other Comments:

Glossary (optional):

Appendix (optional):

Clay Co. AIG Plan 2010-2013.doc (*Local Board Approval Document*)