

Overview: Mission/Vision Statement and Funding

Haywood County Schools (440) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

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Haywood 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 Haywood County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Advanced learners in Haywood County Schools will be challenged with academic rigor, empowered by collective advocacy, supported via collaborative systems, imbued with self-awareness and empathy through social-emotional learning, and engaged in problem-based critical thinking, in order to foster the development of the whole child. We

believe gifted students should develop critical thinking, creativity, technology, problem-solving, persistence, communication, and collaboration skills in every class, every day.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 388,986.00	* \$ 7,340.69	* \$	* \$

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.

Haywood County has a countywide identification process in place and employs multi-faceted procedures to ensure that all stakeholders know, understand, and implement the current process for screening, referral, and identification of gifted students: This section of our plan will outline our screening and referral processes in including how each process can lead to AIG student identification.

Our **SCREENING** process is ongoing and occurs for students in grades K-12. The following bulleted information outlines our screening process.

- MONITORING DATA

School PLC teams collect and review data from standardized tests, classroom performance, nominations (from teachers, parents, and students), and observations of student behaviors. Collaboration with classroom teachers, ML teachers, EC teachers, and other personnel is essential to this initial search. Particular attention is given to potentially gifted students from culturally diverse, economically disadvantaged, or twice-exceptional students during this process.

Collected data may include, but is not limited to, the following:

1. Scores from student's current achievement tests in grades 3-12 and mClass assessments in grades K-2.

2. Copy of student's current academic grades or classroom performance
3. Scores from aptitude tests
4. ACCESS (Assessing Comprehension and Communication in English State-to-State) scores from ESL testing
5. Previous grades/test scores indicating a pattern of achievement
6. Teacher, parent, or student recommendation with completed rating scales for Identifying Gifted Students

Student EOG scores are screened yearly for scores of the 95th percentile or greater. Third-grade cognitive abilities testing is completed in the fall of each school year and screened for 92nd percentile or greater scores. If students do score 92nd percentile or higher on the CogAT, or 95th percentile or above on End of Grade testing, they are entered into the referral process and more information is gathered.

In K-3, we monitor data from mClass assessments to identify the strengths and needs of every student in reading. School PLC team evaluation of the data will aid in consideration for enrichment and/or referral for the AIG program. In grades 3-12, end-of-grade ELA and Math assessments are monitored to identify students with high performance and mastery of content knowledge. In grades 9-12, students with high academic performance and achievement may meet the criteria to participate in advanced courses.

■ APTITUDE TESTING

In third grade, every student is given the CogAT assessment. Aptitude testing generally involves the administration of a Cognitive Abilities Test (CogAT) that is appropriate for the child's grade/age. However, other acceptable aptitude tests include but are not limited to Naglieri Nonverbal Ability Test, Otis-Lennon School Ability Test (OLSAT), and Wechsler Intelligence Scale for Children (WISC). Our county has specifically chosen to use the CogAT as our primary source of aptitude testing due to the sub-components that the test produces. We are able to use verbal, nonverbal, and quantitative data to determine more about student abilities. The learner profile provided by this evaluation allows teachers, parents, and school leaders to make adjustments to instruction to meet the individual needs of every student. Students scoring at least a 92nd percentile on one of the sub-scores (VQ, QN, or VN) or on the full-scale composite (VQN) will be referred for additional testing to determine AIG program eligibility.

REFERRAL is the process of requesting additional testing to be completed to determine student eligibility for the

Academically Gifted program. The bulleted information below outlines our referral process:

- School-wide referral processes are conducted at every school in the fall and spring. Teachers refer students for testing during our two yearly testing windows, one in the fall and the other in the spring. Before a referral form is completed, certain criteria such as a minimum of one year ahead in reading, above grade level math performance, and acceleration in academic and intellectual ability must be evident. A school administrator or lead teacher will be informed of all student referrals for AIG testing. Under special circumstances, with the AIG Director's approval, referrals may take place outside of the two testing windows.
- Our screening processes aid in identifying students that may need to be referred for academically gifted services. Referrals occur when a student is identified through mass screening data to be performing at an advanced level.
- Transfer students are reviewed throughout the year, as well as individual referrals or appeals received from teachers, parents, or students. Students whose transfer records document eligibility for placement in a gifted program in another school system will be considered for placement in the AIG program in Haywood County. Additional testing may be required. If no official records are available, full testing will be required for placement.
- Teachers, parents, and self-nominating students at all grade levels may request a referral for AIG testing consideration.
- In the case of a parent or self-referral, a collection of student data will reviewed and be discussed with the parent or student. A team including but not limited to the AIG Specialist, teacher(s), school administrator, and the AIG Director will determine if testing for identification is recommended.

*** 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 criteriamay include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Haywood County Schools currently identifies students in the areas of Academic Reading (AR), Academic Math (AM), Academically Gifted (AG), Intellectually Gifted (IG), and Academically and Intellectually Gifted (AI/AIG). Students can be combinations of these identifications. In order to identify in any of the previously mentioned areas, an array of

student information is gathered.

Student data will be collected in four areas: aptitude, achievement, state normed test data (such as EOG testing), and a Gifted Rating Scale (GRS) that demonstrates a student's potential to achieve in the regular classroom setting.

1. Aptitude Testing

Aptitude testing generally involves the administration of a Cognitive Abilities Test (CogAT) that is appropriate for the child's grade/age. However, other acceptable aptitude tests include but are not limited to the Naglieri Nonverbal Ability Test, Otis-Lennon School Ability Test (OLSAT), and Wechsler Intelligence Scale for Children (WISC). Our county has specifically chosen to use the CogAT as our primary source of aptitude testing due to the sub-components that the test produces. We are able to use verbal, nonverbal, and quantitative data to determine more about student abilities. Because the sub-scores can be linked to cognitive strengths in the areas of reading, math, and spatial/nonverbal reasoning, we find that it is easier to determine a gifted student's area of strength and identify them in our gifted program accordingly.

In order to meet the county's requirements for aptitude, students must score at least in the 92nd percentile on one of the sub-scores (VQ, QN, or VN) or on the full-scale composite (VQN). Each sub-score is linked with an academic area. VN is a sub-score associated with reading, QN is associated with math, and VQ is a combined score of both reading and math skills. In order to be identified as Intellectually Gifted, a student must score a minimum 96th percentile on the composite IQ portion as one of their testing components. If a 98th percentile or greater is scored on the full-scale IQ portion, the student will automatically be placed and identified in all areas. Cognitive/Aptitude scoring is considered valid for three consecutive years for all students.

For students in kindergarten through second grade, a cognitive abilities score in the 92nd percentile or greater is required for additional testing. If a student scores in the 92nd percentile, then the WIAT IV test is administered in the identified area.

2. Achievement Testing

Achievement testing is administered in the areas of reading and/or mathematics. Students must score in the 92nd percentile in either subject area in order to qualify. This testing data must be a norm-based achievement test that is administered by Haywood County Schools. Haywood County Schools uses WIAT IV as the primary achievement test instrument. Other achievement tests may be used if deemed necessary by the AIG Director.

3. Grade Level Assessments

In grades K-2, the mClass assessment is used to identify students with academic performance at least a year in advance of their current grade level. To determine academic performance for students in grades 3-12 a score in the 95th percentile or above on the ELA or Math End of Grade Assessments would be an identification qualifier.

4. Gifted Rating Scale

Gifted Rating Scales are collected on students in order to determine how they rank in four distinct areas compared with same-aged peers. Two T-scores of 60 or greater are required, one of which must be in the area of academic or intellectual. Gifted rating scales are subjective and therefore cannot be independently used to deny a student placement in the AIG program. Multilingual Learner Teachers will be included in the referral process and will complete GRS forms for ML students. An administrative committee comprised of AIG Specialists and the AIG Director will evaluate the data and make a final decision about student placement. In the coming plan cycle, our district will create and implement a new gifted rating scale based on the TABS gifted rating scale. Rating sales may help a student qualify for AIG services but never keep a student from qualifying. To ensure continuity, we will collect data and carefully monitor the results of the newly created and implemented rating scale.

To qualify as a gifted student in Haywood County, a student must have three of the four listed qualifiers. Slight variations occur and determine the area in which a gifted student may qualify. Please see the chart below for additional details.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
	Coognitive abilities	Coognitive abilities			

K-2	<p>* subscore in the 92nd percentile or greater on the verbal, nonverbal (VN or VQ) or in the 92nd percentile or greater on the full-scale composite score. (VQN) Achievement score in the 92nd percentile or greater in the area of reading on the WIAT. The achievement test score must come from a WIAT test administered by Haywood County Schools unless an alternate achievement test is approved or deemed necessary by the AIG Director. Mastery of content knowledge is measured by end-of-grade assessments. M-class scores</p>	<p>* subscore in the 92nd percentile or greater on the quantitative (QN or VQ) or in the 92nd percentile or greater on the full-scale composite score. (VQN) Achievement score in the 92nd percentile or greater in the area of math on the WIAT. The achievement test score must come from a WIAT test administered by Haywood County Schools unless an alternate achievement test is approved or deemed necessary by the AIG director. Mastery of content knowledge is measured by end-of-grade assessments. Math scores indicate students</p>	<p>* Meets the qualifying criteria for both Academically Gifted - Reading and Academically Gifted - Math.</p>	<p>* Cognitive abilities overall/composite (VQN) in the 96th percentile or greater.</p>	<p>* Meets qualifying criteria for both Academically Gifted - Reading and Academically Gifted Math and scores in the 96th percentile or greater on Cognitive Abilities overall/composite score (VQN). Students who obtain a score in the 98th percentile on the Cognitive Abilities overall/composite score (VQN) automatically qualify in all areas without additional testing.</p>
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	<p>indicate students are performing one year in advance. Gifted rating scales are collected for students in order to determine how they rank in four distinct areas compared with same-age peers. Gifted rating scales are subjective and therefore cannot be independently used to deny a student placement in the AIG program.</p>	<p>are performing one year in advance. Gifted rating scales are collected for students in order to determine how they rank in four distinct areas compared with same-age peers. Gifted rating scales are subjective and therefore cannot be independently used to deny a student placement in the AIG program.</p>			
3-5	<p>* Cognitive abilities subscore in the 92nd percentile or greater on the verbal, nonverbal (VN or VQ) or in the 92nd percentile or greater on the full-scale composite score. (VQN) Achievement score in the 92nd</p>	<p>* Cognitive abilities subscore in the 92nd percentile or greater on the quantitative (QN or VQ) or the 92nd percentile or greater on the full-scale composite score. (VQN) Achievement score in the 92nd percentile in the</p>	<p>* Meets the qualifying criteria for both Academically Gifted - Reading and Academically Gifted - Math.</p>	<p>* Cognitive abilities overall/composite (VQN) in the 96th percentile or greater.</p>	

	<p>percentile in the area of reading on the WIAT. The achievement test score must come from a WIAT test administered by Haywood County Schools unless an alternate achievement test is approved or deemed necessary by the AIG Director. Mastery of content knowledge is measured by a score in the 95th percentile or above on the ELA end-of-grade assessments. Gifted Rating Scales are collected on students in order to determine their rank in four distinct areas compared with same-aged peers. Two T-scores of 60 or greater are</p>	<p>area of math on the WIAT. The achievement test score must come from a WIAT test administered by Haywood County Schools unless an alternate achievement test is approved or deemed necessary by the AIG director. Mastery of content knowledge is measured by a score in the 95th percentile or above on the Math end-of-grade assessments. Gifted rating scales are collected for students in order to determine how they rank in four distinct areas compared with same-age peers. Gifted rating scales are subjective and</p>			<p>* Meets qualifying criteria for both Academically Gifted - Reading and Academically Gifted Math and scores in the 96th percentile or greater on Cognitive Abilities overall/composite score (VQN). Students who obtain a score in the 98th percentile on the Cognitive Abilities overall/composite score (VQN) automatically qualify in all areas without additional testing.</p>
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	required, one or which must be in the area of academic or intellectual.	therefore cannot be independently used to deny a student placement in the AIG program.			
6-8	<p>* Cognitive abilities subscore in the 92nd percentile or greater on the verbal, nonverbal (VN or VQ) or in the 92nd percentile or greater on the full-scale composite score. (VQN) Achievement score in the 92nd percentile in the area of reading on the WIAT. The achievement test score must come from a WIAT test administered by Haywood County Schools unless an alternate achievement test is approved or deemed necessary by the AIG Director.</p>	<p>* Cognitive abilities subscore in the 92nd percentile or greater on the quantitative (QN or VQ) or the 92nd percentile or greater on the full-scale composite score. (VQN) Achievement score in the 92nd percentile in the area of math on the WIAT. The achievement test score must come from a WIAT test administered by Haywood County Schools unless an alternate achievement test is approved or deemed necessary by the AIG director. Mastery of content</p>	<p>* Meets the qualifying criteria for both Academically Gifted - Reading and Academically Gifted - Math.</p>	<p>* Cognitive abilities overall/composite (VQN) in the 96th percentile or greater.</p>	<p>* Meets qualifying criteria for both Academically Gifted - Reading and Academically Gifted Math and scores in the 96th percentile or greater on Cognitive Abilities overall/composite score (VQN). Students who obtain a score in the 98th percentile on the Cognitive Abilities overall/composite score (VQN) automatically qualify in all areas without additional testing.</p>

	<p>Mastery of content knowledge is measured by a score in the 95th percentile or above on the ELA end-of-grade assessments. Gifted Rating Scales are collected on students in order to determine their rank in four distinct areas compared with same-aged peers. Two T-scores of 60 or greater are required, one of which must be in the area of academic or intellectual.</p>	<p>knowledge is measured by a score in the 95th percentile or above on the Math end-of-grade assessments. Gifted rating scales are collected for students in order to determine how they rank in four distinct areas compared with same-age peers. Gifted rating scales are subjective and therefore cannot be independently used to deny a student placement in the AIG program.</p>			
9-12	<p>* Cognitive abilities subscore in the 92nd percentile or greater on the verbal, nonverbal (VN or VQ) or in the 92nd percentile or greater on the full-</p>	<p>* Cognitive abilities subscore in the 92nd percentile or greater on the quantitative (QN or VQ) or the 92nd percentile or greater on the full-scale composite</p>		<p>* .Cognitive abilities overall/composite (VQN) in the 96th percentile or greater.</p>	

	<p>scale composite score. (VQN) Achievement score in the 92nd percentile in the area of reading on the WIAT. The achievement test score must come from a WIAT test administered by Haywood County Schools unless an alternate achievement test is approved or deemed necessary by the AIG Director. Mastery of content knowledge is measured by a score in the 95th percentile or above on the ELA end-of-grade assessments. Gifted Rating Scales are collected on students in order to determine their rank in four distinct areas</p>	<p>score. (VQN) Achievement score in the 92nd percentile in the area of math on the WIAT. The achievement test score must come from a WIAT test administered by Haywood County Schools unless an alternate achievement test is approved or deemed necessary by the AIG director. Mastery of content knowledge is measured by a score in the 95th percentile or above on the Math end-of-grade assessments. Gifted rating scales are collected for students in order to determine how they rank in four distinct areas compared with</p>	<p>* Meets the qualifying criteria for both Academically Gifted - Reading and Academically Gifted - Math.</p>		<p>* .Meets qualifying criteria for both Academically Gifted - Reading and Academically Gifted Math and scores in the 96th percentile or greater on Cognitive Abilities overall/composite score (VQN). Students who obtain a score in the 98th percentile on the Cognitive Abilities overall/composite score (VQN) automatically qualify in all areas without additional testing.</p>
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compared with same-aged peers. Two T-scores of 60 or greater are required, one of which must be in the area of academic or intellectual.

same-age peers. Gifted rating scales are subjective and therefore cannot be independently used to deny a student placement in the AIG program.

*** 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.

AIG headcount data is reviewed twice a year and analyzed for changes to ensure that we provide equity in our identification practices. We monitor the group data to understand the demographics of the district and determine what groups may be underrepresented in our district.

Special attention is given to students who are potentially gifted and from underrepresented populations. Underrepresented gifted populations are present at all levels of the Haywood County school system. Discussions are ongoing that allow us to look at interventions and rate of progress to aid in determining the need for advanced learning student opportunities. When underrepresented populations are identified, we work with principals and teachers to carefully monitor and provide targeted talent development in the regular classroom setting for members of this population.

For grades K-12, we currently use a qualitative measure to refer students for screening and testing. Classroom teachers are given a referral sheet to provide teacher observations of students' strengths and weaknesses as well as the most current assessment data.

In previous years, our school system has used different assessment measures in order to make sure placement is fair and equitable for individuals from underrepresented populations. Currently, our minority populations are assessed

using the same CogAT testing as other populations. We pay particular attention to the sub-test scores, in order to determine areas of strength. However, these students are also given the opportunity to take alternative assessments that are more nonverbal in focus, like the Naglieri Nonverbal Ability Test.

Our AIG Specialists collaborate with our school psychologists and EC teachers to gather needed data when it appears that an EC student is potentially twice-exceptional. Student data is reviewed individually and referral, or talent development recommendations, are made by the AIG Specialist.

Each school year, we will provide staff development on gifted traits for school staff. The goal is to offer annual professional development sessions on identifying and serving gifted students in all populations. In addition, we plan to create an AIG Google Classroom to support educators. These sessions will be available to all Haywood County Schools teachers and support staff to aid in supporting the social-emotional and educational needs of gifted students. This will also support teachers in further developing identified talent in students.

AIG Specialists will create a resource platform for teachers providing resources and professional development to enhance instruction and promote talent development in all classroom settings.

* **Practice D**

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

Screening, referral, and identification procedures will be reviewed annually at each school. Flow charts will be created for teachers and parents outlining the processes and procedures.

Specialists converse on a regular basis with their school's classroom teachers, other specialists, and principals to help maintain open communication and understanding of services and individual student needs.

Principals receive AIG updates during district meetings regarding screening, referral, and identification information.

AIG specialists will maintain and update the AIG records of students in the schools or grade level including those who are referred, and/or screened, but not identified. Records travel with the child as they transition from elementary to

middle and middle to high school. These records are audited by AIG Lead Teachers and the AIG Director two times per year.

AIG Specialists and the AIG Director discuss and analyze both the screening, referral, and identification process throughout the school year. Changes to the process of screening and referral are rarely made and only with the prior approval of the AIG director. Our identification process and procedures do not change in order to maintain fairness and equity for all students.

*** Practice E**

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

Information regarding screening, referral, and identification is currently made available to parents and our community via our website and during an informational meeting offered in the fall of each school year. Teachers are provided information about these processes via staff meetings at their school. This information is also outlined in an AIG handbook/brochure made available to teachers, parents, and our community. Our surveys indicate that parents and stakeholders are having difficulty accessing this information from the website. In the 2022-2023 plan year, we will add some additional methods of communicating screening, referral, and plan information to parents. One way we would like to do this is to offer a video recording where we explain these processes to parents.

The most common home language after English in our district is Spanish. Our documents are translated into Spanish and other languages as necessary. When a student with another primary home language is referred to the program, our EL teachers work closely with the AIG specialists to communicate the process to the parents in their primary language.

AIG Specialists send notices home and conference with parents/guardians/students to review screening, referral, and identification information. In the next plan cycle, we would like to include a FAQ to answer commonly asked questions as well as flow charts to aid in the understanding of the processes.

*** 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 program for Haywood County Schools maintains individual documentation for each referred student. These individual files may include an initial student referral form, signed permission to evaluate, testing materials, and a student eligibility form outlining test results.

1. Upon receiving teacher referrals or qualifying assessment scores, consent for testing is requested from the parent to conduct further evaluations. At this time, an AIG program parent handbook is sent home with consent for testing that explains the program and due process procedures. Once parental consent is obtained, the data collection and testing process begins.
2. Current classroom teachers are given the Gifted Rated Scale to complete as part of the qualifying criteria. Students must have a T-score of 60 and above in one of two areas, Academic or Intellectual, along with one other qualifying area in Creativity, Motivation, or Leadership. In grades K-2, AIG teachers administer a CogAT aptitude assessment or other aptitude assessment if needed in which students must have a minimum score in the 92nd percentile in at least one sub-test area (VQ, QN, VN, VQN) for additional testing. If a student has an overall composite score in the 96th percentile, they are identified as IG. If the student's overall composite is in the 98th percentile or greater, he/she is placed in our AIG program. In grades K-2, if there is an identifying aptitude score of 92 percentile, the achievement test is given. We have chosen to use the WIAT IV for assessing math and reading acceleration. Students must score at the 92nd percentile on broad reading and/or broad math. In grades 3-12, if students have an EOG score of 95 percentile or greater, AIG specialists administer the WIAT IV to students in the area that matches the EOG score. Students must score in the 92nd percentile or greater on broad reading and/or broad math. If students have not had a CogAT or aptitude score in the last two years, the CogAT is administered. If a student has an overall composite score of 96th percentile, they are identified as IG. If the student's overall composite is in the 98th percentile, he/she is placed in our AIG program. In grades K-12, students must have a minimum of 3 out of 4 criteria in order to be placed in the AIG program: Aptitude, Achievement, Gifted Rating Scales, and K-2 assessment or EOG scores. The gifted rating scale can be used to place a student, but cannot be used to keep a student out of the program.
3. All scores from the students are documented on the eligibility report and shared with parents and other stakeholders. If students do not meet eligibility, a notice of non-identification determination is conducted by a team consisting of the teacher, AIG specialists, and administrators. Parents receive a notification either way and if the child is identified, the parent is invited in for a conference to discuss the eligibility report results as well as sign their child's annual DEP.

* Ideas for Strengthening the Standard

- In 2022-23 we will develop and implement a district created gifted rating scale.
- AIG teachers will create a resource platform for teachers providing resources and professional development to identify the traits of gifted students.
- Create flow charts of our screening, referral, and identification process to aid stakeholders in understanding.

Planned Sources of Evidence

- * New gifted rating scale.
- * Resource platform including the traits of gifted students.
- * Flowcharts for screening, referral, and identification processes.

Documents

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

Standard 2: Comprehensive Programming within a Total School Community

Haywood County Schools (440) 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.

Our district provides a variety of services for gifted and potentially gifted students that modify, supplement, and build on academic skills and knowledge. These service options are designed to meet the academic, intellectual, social, and emotional needs of the students through multiple options. Our AIG Specialists collaborate with classroom teachers, counselors, principals, lead teachers, and school social workers to meet the needs of gifted students. When students do not respond to appropriate classroom intervention problem-solving teams (MTSS, SIT, and PLCs) will meet to analyze data and design interventions that may vary in duration and intensity. Students not making progress at any level will be provided data and evidence-based interventions to meet their needs. Schools often use flexible grouping to meet student needs.

In addition to providing direct instruction to our AIG students, our AIG Specialists also provide coaching, consultation, resource development, and provide staff development for teachers across the district. Schools develop schedules that allow differentiation and enrichment for all students. Our goal is to enhance the strengths of each gifted learner and provide support and encouragement in areas of weakness. Our AIG program and classroom instruction is designed to encourage the development of experiences that build critical thinking, problem solving, communication, leadership, and other future-ready skills.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	<p>* Elementary schools have direct AIG services with three AIG Specialists, one specialist per grade level for grades 4 and 5, and one specialist for grades K-3, serving the eight schools. Students are served in all areas regardless of identification area. Lessons are designed to meet the strengths, needs, special interests, and talents of each student in the group. AIG Specialists provide continuity and the development of academic and intellectual skills in areas such as creative thinking, critical thinking, problem-solving, development of leadership skills, technology/coding, engineering, classical literature, and cultural/global awareness</p>	<p>* Elementary schools have direct AIG services with three AIG Specialists, one specialist per grade level for grades 4 and 5, and one specialist for grades K-3, serving the eight schools. Students are served in all areas regardless of identification area. Lessons are designed to meet the strengths, needs, special interests, and talents of each student in the group. AIG Specialists provide continuity and the development of academic and intellectual skills in areas such as creative thinking, critical thinking, problem-solving, development of leadership skills, technology/coding, engineering, classical literature, and cultural/global awareness</p>	<p>* Elementary schools have direct AIG services with three AIG Specialists, one specialist per grade level for grades 4 and 5, and one specialist for grades K-3, serving the eight schools. Students are served in all areas regardless of identification area. Lessons are designed to meet the strengths, needs, special interests, and talents of each student in the group. AIG Specialists provide continuity and the development of academic and intellectual skills in areas such as creative thinking, critical thinking, problem-solving, development of leadership skills, technology/coding, engineering, classical literature, and cultural/global awareness</p>	*

	<p>Cultural/global awareness. In grades K-2, we use a variety of integrated programs to meet our gifted learner needs, such as Thinking Stories, ArtsEdge, PETS, Strawbees, Bloxels, Cozmo, AIMS, OSMO, Lego Story Starters, Scratch Jr., Tynker Jr, and Bee Bots.</p>	<p>Cultural/global awareness. In grades K-2, we use a variety of integrated programs to meet our gifted learner needs, such as Thinking Stories, ArtsEdge, Strawbees, Bloxels, Cozmo, PETS, AIMS, OSMO, Lego Story Starters, Scratch Jr., Tynker Jr, and Bee Bots.</p>	<p>Cultural/global awareness. In grades K-2, we use a variety of integrated programs to meet our gifted learner needs, such as Thinking Stories, ArtsEdge, Strawbees, Bloxels, Cozmo, PETS, AIMS, OSMO, Lego Story Starters, Scratch Jr., Tynker Jr, and Bee Bots.</p>	
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6-8	* The middle schools offer AIG classes as electives taught by an AIG Specialist at each school. AIG Specialists provide training, resources, and support that encourage the development of critical and creative thinking, problem-solving, and other 21st century skills. Although students are served in all areas regardless of identification area, lessons are designed to meet the strengths, needs, and	* The middle schools offer AIG classes as electives taught by an AIG Specialist at each school. AIG Specialists provide training, resources, and support that encourage the development of critical and creative thinking, problem-solving, and other 21st century skills. Although students are served in all areas regardless of identification area, lessons are designed to meet the strengths, needs, and	* The middle schools offer AIG classes as electives taught by an AIG Specialist at each school. AIG Specialists provide training, resources, and support that encourage the development of critical and creative thinking, problem-solving, and other 21st century skills. Although students are served in all areas regardless of identification area, lessons are designed to meet the strengths, needs, and special interests of each	*

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9-12	* High schools offer Advanced Placement (AP) and honors courses which students self-select. While efforts have been made to	* High schools offer Advanced Placement (AP) and honors courses which students self-select. While efforts have been made to	* High schools offer Advanced Placement (AP) and honors courses which students self-select. While efforts have been made to	*

ensure a continuum of services in K-8, there is still work to do in grades 9-12. One district goal from our previous plan included strengthening the Advanced Placement program. This goal was met with the successful establishment of an AP Academy in a centralized location in our district to increase access to AP classes for all high school students. AP teachers are now required to complete appropriate training and are proven highly effective teachers. We now offer a number of AP courses and will soon have our first students graduating with an AP Capstone diploma. Our collaboration with Haywood Community College allows high school and early college students to participate in and earn college credit for courses in a variety of areas. Students may take one course or earn up to a two-year degree during high school. We also offer

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an array of clubs that engage students in the development of leadership skills, critical and creative thinking, problem-solving, and offer students opportunities to explore special talents and interests.

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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.

Haywood County Schools' gifted program strives to focus on the "whole child" and incorporate the social and emotional needs of AIG students into our program. We integrate social and emotional topics into each of our vertical units.

The AIG Specialists, classroom teachers, counselors, and administrators all focus on building positive relationships with students. In the coming school year, it is a district initiative to enhance core social emotional instruction across all grade levels. AIG Specialists and Director will work to integrate the needs of gifted students into the initiative.

In high school, counselors and classroom teachers are made aware of all AIG students and their areas of identification. Guidance personnel are available to AIG students for counseling as needed to address any social and emotional concerns as well as academic scheduling questions. To assist our high school students in taking advanced courses we want to offer some additional seminars designed to assist students with social-emotional needs, study skills, and stress management.

Problem-solving teams at all schools will consider and implement appropriate strategies to support gifted students struggling with social-emotional needs. AIG Specialists will provide training and support to schools as needed to meet the unique needs of gifted students.

* **Practice C**

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

The comprehensive goal of the Academically/Intellectually Gifted Program is to provide identified students with an appropriate and advanced differentiated education beyond that of the grade-level classroom. The AIG Program, regular education program, and extracurricular programs work collaboratively to recognize the student's special gifts for learning and achievement by providing students with challenges and opportunities for academic and social/emotional growth. Our vision is to prepare students to be lifelong learners who are capable of thinking critically, acting creatively, and accomplishing excellence in all facets of life.

The Haywood County AIG program is aligned with the Haywood County Schools vision of Passionate Work, Productive Work, Student Success and is essential to the total instructional program.

Our AIG Director serves on the district curriculum and instruction team and represents the AIG program, actively integrating (when appropriate) district initiatives into the program.

AIG services meet the vital educational needs of a specific group of students. Haywood County Schools AIG program will align gifted curriculum resources with the LEA instructional program. We will work with all administrative teams to make sure the needs of the gifted learners are addressed at all levels. Vertical alignment and creative grouping discussion and practices take place in our leadership teams at both the district and school level.

When identifying and working with twice-exceptional students the AIG team collaborates with the teacher, parents, school leaders, and EC and ML teams to enhance the individual needs of the student.

* **Practice D**

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

Through principal meetings, the AIG Director will encourage administrators to examine AIG student data and place students accordingly. When possible, all AIG students will be placed in a classroom together using **cluster grouping**.

Flexible grouping during the school year is utilized at multiple schools across our district in all grade spans. Data will be analyzed to examine strengths and weaknesses of grouping practices. Analysis of expected actual student growth allows administration and teachers to adjust instruction to maximize future growth of students. We use current and historic student data to create differentiated instruction and groups throughout the school year in a variety of settings. Grouping should always be flexible and designed to meet the instructional or social emotional need of the students. Principals are encouraged to build a schedule that maximizes resources and provides the highest level of differentiation for all students.

School-based MTSS teams and PLC's will be encouraged to review AIG student data to provide interventions and enrichment opportunities. Our school PLC's develop plans after reviewing the data to enhance the growth of all students. As our district works to update and refine our MTSS practices, we will identify how protocols meet and enhance the needs of AIG students.

*** 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.

We recognize that teachers, school administrators, and support staff have varying degrees of knowledge regarding the delivery of differentiated services and instruction for AIG students. It is essential for personnel at every school within the county to receive professional development regarding the delivery of differentiated services and instruction for AIG students.

AIG staff development opportunities are offered on a yearly basis for administrators, support staff, and classroom teachers.

To further assist classroom teachers with instruction of AIG students, we will develop a list of resources, books, and websites to enrich the instruction of gifted learners. The AIG Specialists will develop a Google Classroom available for all HCS employees full of enrichment activities and resources. These resources will be aligned with each grade level Standard Course of Study. The Google Classroom will also provide basic components of the AIG plan and how best to enrich student learning in their regular classroom. The AIG handbook will also be included on the Google Classroom. A quick guide of the plan and other key elements will be referenced in easy to read graphics and reviewed annually.

In collaboration with the beginning year teacher symposium, AIG Specialists will record a video that explains the county plan, student identification and services, as well as available resources on the newly created Google Classroom.

The AIG Director meets monthly with all school administrators. These meetings occur at the elementary, middle, and high school level. These meetings maintain ongoing communication regarding the AIG program.

*** Practice F**

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

Communication and collaboration is essential to ensure that a successful AIG program is in place at each school site.

Differentiated Education Plans (DEPs) are reviewed annually to ensure that services are appropriately designed and delivered to meet students' needs.

Transition meetings are held for rising 6th graders as they transition to middle school. AIG Specialists will meet with parents and students to share information regarding student transition and scheduling. Elementary and middle school AIG Specialists will meet to review individual student academic information to ensure continuity of services.

Before 8th grade students transition to high school, specialists will provide students with a variety of opportunities to explore their high school options. Information provided will outline advanced opportunities available at both the traditional high schools and the early college. Each spring, AIG Specialists host a transition meeting for current 8th graders and their parents to provide scheduling information and develop a four year DEP to guide students through high school. We continue to refine this process and determine the best ways to support our gifted students during transitions.

* 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.

When current AIG services are not appropriate, all stakeholders meet to discuss other curriculum options for highly advanced students. Individual curriculum and placement decisions are made based on student academic needs.

Acceleration is outlined in Haywood County Schools Board Policy 3420, reference section K "Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy [3101](#), Dual Enrollment). The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate."

In elementary grades, early entrance into Kindergarten is possible when students meet Haywood County Schools and NC State requirements for early entrance. Grade acceleration is an option for elementary school students who demonstrate advanced mastery of current grade level content. A School-based Needs Determination Team will review student data to determine if grade acceleration is needed and make appropriate placement. Students in grades 3-5 who score a level 5 on the Math EOG, who do not qualify for AIG services, will receive a compacted curriculum and advanced placement in math classes.

In grades 6-8, students have several acceleration opportunities. Grade acceleration is an option for middle school students who demonstrate advanced mastery of current grade level content. School-based Needs Determination Team will review student data to determine if grade acceleration is needed and make appropriate placement. Students scoring a level 5 on the Math EOG will be placed in an accelerated math class and receive differentiation. Also in middle school, high school courses can be taken to provide advanced learning opportunities. Currently, Haywood County 8th grade students can take English I and Math I and receive high school credit for those courses.

In high school, Credit by Demonstrated Mastery is offered to students who would like to receive credit prior to taking courses. Students in grades 6-8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and be able to apply the knowledge through a multi-phase assessment.

Students may also participate in dual enrollment courses with the local community college as well as earning other credits taking virtual courses through North Carolina Virtual Public Schools.

*** 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.

In previous years our school system has used different assessment measures in order to make placement fair to those individuals from underrepresented populations. Currently, our minority populations are assessed using the same CogAT testing as other populations. We pay particular attention to the sub-test scores in order to determine areas of strength. However, these students will also be given the opportunity to take alternate assessments that are more nonverbally focused, like the NNAT3 , WIDA and CTONI-4, and the other testing in collaboration with the ML teacher.

We collaborate with our school psychologists and EC teachers to gather needed data when it appears that an EC student is potentially twice-exceptional. Through faculty meetings at the beginning of the year, we will provide staff development on gifted traits for school staff.

Talent development strategies are integrated in classrooms across the county. We encourage and develop students from all backgrounds and populations and address the needs of underrepresented populations in our instructional groups. We will encourage classroom teachers to closely monitor talent development strategies for underrepresented populations. Talent development is critical for all students and may be achieved by integrating the strengths and interests of the student into rigorous and appropriate academic challenges. Some ways teachers integrate talent development opportunities is by using inquiry-based curriculum, real world problem solving, and flexible assignments.

Any student scoring level 5 on the Math EOG in grades 3-8, as well as math AIG students (AM, IM, AG, IG) will receive differentiation in their math classes to ensure a rigorous and challenging experience to develop their abilities. Middle schools will offer advanced math classes for 6th and 7th grades and Math I for 8th grade for any student scoring a level 5 on the Math EOG.

Advanced learning opportunities are available for all students. In elementary, middle, and high school, students may attend book clubs or other academic clubs. Clubs offered may vary by school based on the current interest of

students and stakeholders.

In the past few years we have added AP Seminar and Research. It is important that we maintain the highest rigor and continue to offer AP courses and the opportunity for students to obtain a AP Capstone Diploma. We would like to increase the number of minority students taking AP classes.

*** Practice I**

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

AIG students need extensions of the curriculum and events to expand their learning. Extracurricular programs provide such opportunities that both enhance and further develop the needs and interest of AIG students.

AIG field trips have been instituted in each grade level 2-5 to provide students with opportunities to broaden their understanding of grade level curricular topics and create interest in a variety of topics.

A Haywood County AIG summer camp is offered for rising 4th-6th grade AIG students to enrich the curriculum and engage students in various STEM fields and activities.

Haywood Early College, in conjunction with the Instructional Technology Center and the AIG Specialists, conducts a Robothon for AIG students, grades 4-7. We have not been able to hold this event for the past few years. We would like to reestablish this opportunity of our students. The Robothon encourages students' interests in engineering and technology while developing skills such as communication, collaboration, and leadership skills.

Extracurricular clubs and teams are available for AIG students including Battle of the Books, Science Olympiad, Robotics, Jr. Beta Club, and National Honor Society.

The following are goals to increase expansion of partnerships:

~ We will work to reestablish our partnership with Haywood Early College through development of expanded Robothon days, 8th grade field trips, technology support, and other extracurricular activities.

~ Utilize our active Haywood County Schools Foundation Board of Directors (community members) to elicit volunteers for after school sessions/trips/internships.

~ We currently offer an AIG Summer STEM camp for rising fourth through sixth grade students. Future plans include expanding the camp to include talent development students and collaborating with corporate sponsors to provide additional funding for the camp.

~ Expand job shadowing opportunities for students in middle and high school.

* Ideas for Strengthening the Standard

- One area where we feel additional support is needed for our students in grades 9-12 is to offer social-emotional, test-taking, and stress management seminars for our students taking advanced courses.
- Begin the shift to put identification and DEP information in Powerschool to provide access for all teachers.
- Outline a grouping policy for administrators in addition to the training and support currently offered.
- Create a list of advanced opportunities both within our district and beyond by grade span and provide this information to parents with a brief description of each opportunity.
- As the district develops social emotional supports, the AIG Specialists will integrate this content into AIG instruction addressing any developmental differences common for gifted children and youth.

Planned Sources of Evidence

* Documentation of transition supports for gifted students

* Documentation from extra-curricular programming

* Documentation of Google Classroom resources provided for teachers

Documents

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

Standard 3: Differentiated Curriculum and Instruction

Haywood County Schools (440) 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.

District Expectations

In Haywood County, across all grade levels, it is expected that teachers provide differentiated instruction for students. Teachers use the NCSCOS of study as the entry point in planning differentiation in the classroom. Teachers should have high expectations for students and use formative assessment to guide the cycle of instruction. A rigorous and engaging curriculum has been developed using a pull-out model for identified AIG students in grades K-8. Standard 2, practice A outlines the services provided to our AIG students during AIG classes in grades K-8.

The following strategies are used to support enrichment, extension, and or acceleration:

1. Students are provided opportunities to work together, collaborate, and share ideas during projects and assignments.
2. Flexible grouping to meet the needs of individuals and groups of students.
3. Collaborative and cooperative opportunities where students share responsibilities for task completion.
4. When data and formative assessment indicate student readiness extension and acceleration activities are provided.
5. Student choice is offered through choice boards and/or assignment menus.
6. Independent projects that extend and/or accelerate the curriculum.
7. Non-linguistic representations (graphic organizers, skits, sketch notes, making a commercial)
8. Field trips are utilized to expand understanding of standards.
9. Contests and competitions are opportunities for students to expand learning within and beyond the curriculum.
10. Students have many opportunities for leadership within and beyond the classroom through clubs and student

government.

11. We have pacing guides for grade-level instruction.

12. Grade level and department PLC's work together to develop and adapt instruction.

13. Our AIG Specialists meet and work together to vertically align inter-disciplinary units that encompass all areas of the curriculum.

14. Our AIG Specialists consult with teachers to enhance differentiation strategies providing enrichment and extension for students.

15. We have enhanced STEM stem resources and content utilized within our program.

16. Students at the high school level have opportunity to take a variety of advanced courses (honors, AP, CCP) as well as participate in clubs and extracurricular activities that enrich and extend their development.

* **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.

All teachers in our district are expected to offer students evidence-based strategies and rigorous learning experiences. The LEA provides teacher training and coaching on appropriate instructional practices. Our AIG specialists offer project-based learning designed to incorporate student interests. High-interest topics engage and excite our AIG students, offering many opportunities to collaborate and create. We are a small county with eight elementary schools and three middle schools and 4 high schools. In order to provide the highest quality of instruction and maximize the time we serve our students, our AIG Specialists serve specific grade levels. They serve students of varied identification areas together. Our AIG specialists design instruction around the identified abilities, readiness, and learning profiles of the students in the grade level they serve. We provide lessons developed in areas where students will thrive and where they will encounter challenges. It is important that we model and support them in developing perseverance and grit.

Instructional Practices

Collaborative and cooperative opportunities where students share responsibilities for task completion.

Students are provided opportunities to work together, collaborate, and share ideas during projects and assignments.
Flexible grouping to meet the needs of individuals and groups of students.
Student choice is offered through choice boards and/or assignment menus.
Independent projects that extend and/or accelerate the curriculum.
Non-linguistic representations (graphic organizers, skits, sketch notes, making a commercial)
Field trips are utilized to expand understanding of standards.
Contests and competitions are opportunities for students to expand learning within and beyond the curriculum.
Utilize problem-based learning to investigate real-world scenarios.

*** Practice C**

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

We use applied technology to guide students to create using technology. Each year, with allocated funding and grant writing opportunities, we add resources to enhance the AIG curriculum. Some of the new additions are codable drones, class virtual reality headsets, 3D printing, and drawing pens, creative robotics technology, innovative engineering kits, and maker mats to support problem-based and project-based learning. Our AIG Specialists share training for the implementation of project-based learning and design thinking with teachers in the district. We have a technology facilitator that offers virtual and in-person training for teachers across the district.

*** Practice D**

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

Our students have ongoing opportunities to engage in future-ready skills through classroom activities across all grade spans, clubs, and summer learning. Problem-based learning is interwoven into all units developed and implemented by our AIG Specialists in each grade level. One example of a classroom unit used in multiple grade levels is our annual entrepreneurship challenge. In this unit, students work collaboratively to create a product idea and develop the idea to present to a panel of judges. They continually integrate critical thinking, communication, collaboration, creativity, curiosity, and leadership throughout this unit in the development, presentation, and promotion of their product. In addition to classroom instruction students have the opportunity to have critical discussions and dialogue with like-minded peers through clubs. Club offerings vary by school based on student interest. Some current club offerings include but are not limited to Battle of the Books, Science Olympiad, Envirothon, and Project Unify.

* Practice E

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

TE21 provides formative and summative assessments for our district. For grades 2-8 formative benchmark assessments are given at 18 and 27 weeks. These assessments provide detailed data regarding student strengths and weaknesses. Once 18-week and 27-week test results are returned each school analyzes its data and uses PLC to modify and enrich instruction. Core teachers use this data to provide appropriate intervention. AIG teachers use this data to enrich and extend the standards. Further staff development for school-based administrators will continue following the 27-week test and EOG testing. Our schools also use the NC Check-Ins. The data is used in the same way as the TE 21 data. The goal is for schools to appropriately and equitably evaluate data and to make appropriate changes to instruction. Teachers use the data to create small and large groups for differentiated instruction in areas of student need. AIG students may be provided enrichment and acceleration opportunities during this time based on mastery of the standards. TE21 also provides an item bank of questions for formative assessments. Teachers in our district have been given a hard copy of all the higher-order questions in the item bank. Our goal is for AIG formative assessments to be differentiated in regard to the rigor of questions that are asked. Our middle and high schools use Schoolnet for standards-based formative assessments.

In grades K-3 we use mClass Assessments to guide small group reading instruction. This assessment provides detailed information about literacy development and enables us to identify advanced learners.

Data conversations take place in PLC teams regarding effectiveness of instruction and future differentiation. Interventions and strategies will be developed for students not making adequate progress.

In addition to the above listed assessments, teachers use daily and/or weekly formative assessment to guide instructional planning.

* Practice F

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

The social and emotional needs of gifted students have been an overlooked area in the past in regard to serving our AIG students. Our new plan will reflect strategies for addressing these important needs. Elementary and middle participate in exploratory studies with their peers that will address social/emotional aspects of being gifted. In planning vertical curricular units, one unit will focus on the social and emotional needs of AIG students. As our district develops a plan to address the social-emotional needs of all students our AIG specialists will collaborate and plan instruction that addresses and social-emotional developmental differences commonly associated with gifted students. In the next few years, we will be adding content to our AIG Google Classroom to support teachers' understanding of gifted traits and potential social-emotional differences.

To further support the social and emotional needs of the students the annual AIG Summer Camp has been expanded include an even larger population of rising 4th, 5th, and 6th grade students. While the camp is centered on STEM learning and design process thinking, it also affords students to meet like minded peers from across the district.

Our AIG Specialists make every effort to provide safe space for students to voice their social emotional needs.

*** 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.

Talent development should take place daily in classrooms across our district. Our AIG funding will no longer support enough staff to provide inclusion talent development services. In the coming year, our AIG Director and AIG Specialists will establish talent development guidelines and resources for classroom teachers to use. The guidelines will help teachers identify potential talent and incorporate strategies to enhance student abilities. We will be identifying if additional resources are needed and finding funding to meet any identified needs. Our AIG Specialists will also be available to meet with teachers and develop talent development plans for individuals or groups of students.

*** 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.

High-quality staff development has been a cornerstone of our academic success in Haywood County. Recommended curricular frameworks exist in the elementary schools in regard to reading and math instruction. Ongoing staff development is offered each year for all of the recommended frameworks. Middle and high school frameworks have been developed. AIG specialists attend these staff developments so they can integrate ideas into their classrooms and are able to collaborate with regular classroom teachers. This provides for cohesiveness in curriculum delivery. AIG planning days will be provided/budgeted for 4 half days during the school year one for every 9 weeks. These days will be used to plan vertically aligned units which can then be differentiated to meet individual student needs. Communication is always an area to strengthen between AIG specialists and stakeholders. Currently, AIG specialists provide newsletters, email, collaboration with classroom teachers, the "Remind" communication app, and Parent Nights. Transition Meetings are provided for 5th and 8th-grade parents to meet and discuss the differences in AIG services as students transition from elementary to middle, and middle to high school. Our AIG Specialists make every attempt to support AIG student success in the classroom by offering ongoing suggestions for teachers, providing consultation, and promptly answering emails. Our specialists frequently consult with ML teachers when a student is rapidly learning new content or guidance counselors when students may be facing some social-emotional challenges.

*** 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.

The elementary and middle school AIG programs for Haywood County Schools document student service plans that describe the differentiated services they will receive. These DEP's are reviewed annually at the beginning of each school year at district-wide elementary and middle school parent meetings. At this meeting, details of the gifted program are provided along with curricular overviews for the year. Parents have an opportunity to review their child's DEP at this time and/or schedule an individual meeting with the AIG specialist.

A DEP form has been developed which details the four-year high school plan and is signed by parents at the end of the student's 8th-grade year. A High School DEP consists of Honors and Advanced Placement courses and online advanced course options. DEP's at the high school are consistently reviewed and classroom teachers sign the DEP in the area of identification each semester. Counselors review and adjust the plan as needed. In the coming year, we would like to discuss the possibility of moving our DEP's to Powerschool.

*** Ideas for Strengthening the Standard**

- It has been difficult to connect our students with experts in the community in areas of student interest during COVID and we would like expand opportunities for job shadowing and career exploration.
- Examine our current DEP and outline the advantages and disadvantages of moving the document to Powerschool.
- Refine our social emotional supports for AIG students and add resources for teachers to our AIG Google Classroom.

Planned Sources of Evidence

* Curriculum Units and Lesson Plans

* DEP's

* AIG Google Classroom

Documents

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

Standard 4: Personnel and Professional Development

Haywood County Schools (440) 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.

The AIG Director in Haywood County Schools is required to have the minimum certification or additional expertise:

- North Carolina teacher's license
- Minimum of five years classroom teaching experience
- Master's Degree in School Administration
- NC Licensure in Gifted Education or significant work experience in gifted education field

The AIG Director in Haywood County has the minimum responsibilities:

- Oversees the Elementary and Middle School AIG Lead Teachers
- Ensures system-wide implementation of the Local Plan and accountability of the AIG Program
- Leads AIG team meetings and sets agenda for each meeting
- Purchases and secures AIG testing materials
- Communicates with schools, outside agencies, and others regarding AIG policies, procedures, and concerns.
- Represents the AIG program at local, regional, state, and/or national meetings
- Maintains electronic and hard copy data on identified AIG students to include accurate headcount data
- Guides the development of all AIG guidelines and procedures
- Helps plan and facilitate professional development for AIG staff and other personnel involved in gifted education
- Coordinates with administrators and Human Resources in the hiring of AIG personnel

- Manages AIG state and local budgets
- Approves the purchasing of all AIG equipment, curriculum materials, office supplies, etc.
- Meets with elementary and middle lead teachers to carry out initiatives and complete tasks required by the AIG program
- Plan and coordinate efforts for Governor's School

Currently, our AIG Director does not hold an AIG certification. Therefore the district has hired an elementary and middle school lead teacher to assist in the AIG program. These lead teachers have their certification as well as several years experience in gifted education. They also teach AIG students and serve at our schools.

*** Practice B**

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

All AIG Specialists must hold a current valid AIG Certification, or be currently enrolled in an AIG licensure program. We currently employ three full time specialists at the elementary level. Elementary specialists serve all eight elementary schools at specific grade levels. There are two middle school AIG Specialists. One specialist is split between two middle schools. Another AIG Specialist is assigned to a third middle school.

- Haywood County Schools AIG Specialists work to address the academic, intellectual, social and emotional needs of the K-8 gifted learners they serve on a daily basis. They develop thematic, interdisciplinary units, projects, and activities that emphasize academic rigor, draw upon the CASEL framework for gifted students' social-emotional development, and incorporate the Design-Thinking approach in problem-based, real-world scenarios.
- Haywood County Schools AIG Specialists collaborate with teachers and administrative personnel at the schools they serve through the annual writing of Differentiated Education Plans (DEPs) for identified gifted students, through in-house professional development workshops on the academic and social-emotional needs of gifted students, and through the sharing of resources tailored to challenging and/or enriching the instruction gifted students receive in the regular classroom setting.
- Haywood County Schools AIG Specialists rely upon the North Carolina Common Core and North Carolina Essential Standards when creating their differentiated lessons, infusing social-emotional principles, critical thinking skills, and leadership opportunities into every class period's objectives.

AIG Specialists responsibilities includes:

- Scheduling students
- Selecting materials
- Creating and modifying units
- Developing and implementing daily lesson plans to meet the academic, intellectual, and social, and emotional needs of gifted learners
- Implementation of the AIG local plan
- Responsible for screening, identifying, and placing gifted students
- Scheduling and conducting parent DEP meetings
- Participating in appropriate professional development and conferences which promote best practices in gifted education
- AIG Specialists pursue and respond to ongoing feedback from teachers, administrators, parents, and other stakeholders
- Facilitates transitions from elementary to middle school and middle school to high school
- Planning and execution of extra-curricular field trips and activities such as Robothon and Summer STEM Camp
- Vertical planning to generate and update units

Direct and Indirect Services provided across the K-12 continuum:

K-5 students - Identified AIG students in grades K-5 receive weekly direct instruction aligned to individual student needs, the grade level curriculum, and enhanced using problem based learning and STEM activities. All students receive data informed instruction designed to enhance areas of talent and interest.

6-8 students - Identified AIG students in grades 6-8 receive 90 days of direct instruction lasting 50-60 minutes per day. The students select the AIG course as an elective course. The course is aligned to individual student needs, the grade level curriculum, and enhanced using problem based learning and STEM activities. All students receive data informed instruction designed to enhance areas of talent and interest.

9-12 students- Have the opportunity to take honors, advanced placement, and community college courses to build upon and enhance areas of interest. Counselors aid students in understanding and accessing opportunities tailored to student interest.

* 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.

AIG Director and Specialist - Professional Development Opportunities

- The AIG team of specialists meets several times per year to plan, collaborate, and complete book studies together. Needs identified through data analysis is used to select content for group book studies.
- Specialists are given individual time weekly to plan individual units.
- The AIG Director and AIG Specialists attend both state and/or national staff development each year to inform practice and guide high quality programming in Haywood County.

School Personnel - Professional Development Opportunities

Haywood County Schools AIG specialists are working on a multi-tiered approach when it comes to establishing specific and appropriate professional development for all school personnel.

1. AIG Specialists will share a beginning-of-year AIG Services and Differentiation presentation to all staff at all elementary and middle schools in the district. The presentation will cover the AIG referral and identification process, the teacher gifted rating scale, classroom accommodations for gifted students, differentiating instruction to meet the needs of gifted students, and enrichment opportunities that teachers can provide gifted students in their classrooms and beyond. Teachers will be provided information regarding identifying and serving special populations, such as ML or EC students. We will present this information in-person or virtually via Google Meet to school personnel within the first month of school. Additionally, we will create a recording of the presentation that staff can access and watch independently if they have prior commitments that cause them to miss the in-person faculty meetings at their school.

2. We will create a Google Classroom that houses resources applicable to all subject areas and all grade levels, and which all district personnel can access. These resources will be geared towards helping general education teachers infuse their pedagogy, daily instruction, and enrichment/extension activities with the rigor, relevancy, creative problem solving skills, leadership development, and social-emotional piece that gifted students desire and need. The Google Classroom will also serve as a central communication hub through which teachers and AIG Specialists can collaborate, share ideas, and pool resources they have found helpful for

reaching gifted students in their own classrooms.

3. We plan to develop an optional, week-long professional development course that will be offered once each school year to interested educators in the district. This course will be led by Haywood County Schools AIG Specialists, and will offer 30-40 hours of continuing education credits to participants. Although this course will not offer official AIG licensure/certification, it will be an excellent first step to equipping general education teachers to become PLC/grade level experts when it comes to serving gifted students across subject areas. It will also be a targeted initiative to inspire and recruit more teachers from within the school district to seek an AIG add-on licensure by taking the required education courses or the PRAXIS assessment. The hybrid course (virtual and in-person elements) will cover a variety of topics within the realm of gifted education, including equitable practices, alternative forms of assessment and identification, creating interdisciplinary lessons and units, and increasing enrichment and extension opportunities in the classroom.

* **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.

We recommend principals use cluster grouping of AIG students in regular education classrooms. It is best when gifted clusters are taught by teachers with AIG certification, extensive experience teaching AIG students, and/or a history of high growth for gifted students. Regular education teachers should refer to state standards as well as students' differentiated education plan when planning coursework for AIG students. Instruction should be connected to interests, ability, and developmental levels, and areas of giftedness.

Haywood County Schools AIG program plans to develop and offer an optional, week-long professional development course that will be offered once each school year to interested educators in the district (4C). A major hope for this professional development course is that it will encourage general education teachers to seek an AIG add-on license, wherein they can serve as PLC/grade level experts for AIG services in the general education setting. These licensed personnel would be excellent point people for the AIG Specialist(s) at their school to connect with, as well as leaders/mentors within their subject areas whom others could consult with regarding AIG accommodations and services.

To further encourage teachers adding AIG certification, we will offer to reimburse teachers who complete the district staff development, obtain pre-approval of the AIG and Human Resources Directors, and pass the exam to add gifted education to their teaching license.

* **Practice E**

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

As a rural school district in western North Carolina, we are, in some ways, limited when it comes to recruiting and retaining AIG licensed professionals of diverse backgrounds. In terms of ethnic and racial diversity, Haywood County Schools employee demographics would not be considered to be diverse. Our county is predominantly white, and our employee demographics mirror that. In terms of gender, socioeconomic, and educational background, however, our current group of AIG licensed specialists is, in fact, very diverse. This diversity is reflected in our areas of professional expertise and interests, and our students are the beneficiaries of this.

Strategies for recruitment and retention that we use:

- Our AIG Specialists will support classroom teachers by providing professional development to encourage a deep understanding of the needs of AIG students and knowledge allowing them to expand licensure.
- Our AIG Director participates in planning yearly staff development sessions with the district curriculum and instruction team. This ensures courses are offered that are relevant and beneficial to the AIG program.
- Staff development needs are discussed at each school as they analyze data. Our district is committed to differentiated instruction for students of all levels.

* **Practice F**

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

In order to address equity and excellence initiatives in gifted education among district personnel, Haywood County Schools AIG Specialists plan to embed their beginning-of-year presentations, Google Classroom resource hub, and week-long professional development course with pertinent information on the following topics:

- Increasing referrals and identification for underrepresented student populations in gifted education

- Exploring alternative identification assessments to better reach ML students, twice-exceptional students, and students who identify as a race/ethnicity other than white
- Infusing daily instruction with project/problem-based learning activities, character and leadership development, collaborative tasks, tiered assignments, and advanced content
- Encouraging school efforts to accelerate subject content, forge community partnerships, and offer enrichment opportunities to meet the diverse academic and social-emotional needs of gifted students
- Addressing the negative stigmas, harmful labels, and misconceptions towards gifted education and identified students, offering current best practices for serving gifted students at the classroom, grade, and school levels

* 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 AIG Director in collaboration with the curriculum and instruction team and appropriate stakeholders develop and ensure implementation of the District Improvement Plan. Directors from all departments have opportunities to provide information regarding the integration of program and district initiatives. For example, MTSS district initiatives would provide information about the AIG student and MTSS processes.
- The AIG Director participates in planning yearly staff development sessions with the district curriculum and instruction team. This ensures courses are offered that are relevant and beneficial to the AIG program. Our county offers a system wide staff development day in the fall. Quality classroom differentiation is a topic included in many of the sessions offered to teachers.
- Our AIG Specialists offer general information sessions on gifted education, differentiated instruction, and how to meet the social and emotional needs of students. These sessions are offered at the beginning of the year and as needed.
- Our AIG Specialists attend state and national training and share knowledge and practice by leading training and coaching classroom teachers. Training focus is not limited to AIG instruction; we also integrate STEM technology, robotics, and computer coding into our staff development initiative.
- AIG Specialists are provided time to review, alter, and create unit plans. Specialists plan vertical alignment of curriculum units to ensure consistency of instruction throughout grade levels. These units address the social, emotional, academic, and intellectual needs of gifted students.

- AIG Specialists communicate and plan with other teachers through informal and formal conversations before and after school, emails, newsletters, and the use of the pacing guides that the teachers are using.
- Our District has added the AP Capstone Diploma for our high school students. We provide opportunities for our AP teachers to attend training and collaborate regarding AP programming.
- Our AIG program maintains a focus on problem-based learning and STEM education. We continue to purchase and utilize new STEM materials with resources tied to standards in reading, math, science, and social studies. AIG staff development for implementation for these STEM materials and processes will be ongoing.

*** Ideas for Strengthening the Standard**

- AIG Director will work towards obtaining an add on certification in gifted education.
- Redirect and adjust how we provide professional development to teachers post pandemic to offer multiple opportunities for teachers to obtain additional knowledge and support from our team of AIG Specialists
- Create a plan to recognize teachers who complete the AIG certification process

Planned Sources of Evidence

* Professional development attendance records, including sign-in and agendas.

* Excerpts from our Google classroom that include resources to assist teachers in providing differentiated instruction.

* Staff development calendar/plan for AIG Specialists and the Director.

Documents

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

Standard 5: Partnerships

Haywood County Schools (440) 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.

One way Haywood County Schools offers two-way partnerships with parents is to maintain open attendance at all AIG parent advisory meetings. Being a part of our AIG parent advisory group is an opportunity open to any AIG parent interested in participating. Meetings are held at various times of the day to allow parents to attend as their schedule allows. Parents may find out the dates for Parent Advisory meetings by contacting the AIG Director. The discussions at these meetings are central to our current plan development. The agenda is designed with multiple opportunities for discussion among the members. These meetings allow opportunities for parents and the district to brainstorm ways to support programming of the AIG program. Discussions during parent advisory meetings and additional informational meetings provided during the school year provide ongoing opportunities for families of gifted students to ask questions as well as share concerns.

We hold informational meetings for parents of AIG students in grades K-8 each year. In this meeting, parents are provided with information regarding the AIG programming and upcoming opportunities for their child. AIG Specialists establish REMIND communication with parents of the AIG students they serve to provide a way to share information quickly. Our AIG Specialists and Director promptly return parent phone calls and emails with questions or concerns. Our ESL department maintains consistent contact with parents who speak another language. They assist us by calling

parents to share information, attend meetings to translate content, and facilitate participation.

We would like to offer seminars or high school students and parents of gifted children to encourage social emotional challenges that gifted students face. This will allow us an additional way to partner with students and parents in an effective and productive manner.

*** 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.

During the pandemic many of our enrichment opportunities were not available or modified for student safety. We are excited to be moving back into opportunities for community partnerships and parental involvement in AIG programming. Our school system and AIG program offer a diverse offering of enrichment opportunities for students to take advantage of at the elementary, middle, and high school levels.

Partnership Examples:

Community partnerships include Battle of the Books, Science Olympiad, and our annual summer STEM camps are available to our elementary and middle school populations. Our 2022 summer AIG STEM camp will be sponsored by and in collaboration with Haywood County Schools Foundation and Pratt and Whitney.

At the high school level, both Tuscola High and Pisgah High offer advanced Math clubs that participate in local and regional competitions. Many secondary students pursue the Honors and AP track in their high school tenures, and they are supported in these endeavors by our school and community partnerships.

Coordinate visits between local businesses and students by hosting in-house career days, career lessons, and guest speakers at our elementary, middle, and high schools.

We want to reestablish our collaboration with Haywood Early College to hold Robothon STEM experiences for upper elementary and middle school AIG students, once annually per age group.

Take advantage of science partnerships across Haywood County, including Kids in the Creek, Envirothon and Science Olympiad clubs, and the annual Soil & Water Conservation speech contests.

Cultivate positive social and emotional health in our AIG population by exposing them to the D.A.R.E and Drugs in our Midst awareness programs in the 5th and 8th grade.

We have a community member who pays the tuition of every Haywood County Schools student accepted to Governors School.

We partner with Haywood Community College for student dual enrollment opportunities during the high school years.

We created an AP Academy for AP classes in Haywood County. By combining resources the students of Pisgah High School and Tuscola High School now have additional face to face AP opportunities.

*** 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.

Our advisory board is comprised of AIG Director, AIG Specialists, principals, assistant principals, classroom teachers, parents, students, and community members. We build our group each year by selecting members from each of the aforementioned groups. Selection is based on the individuals interest and demographic representation. In a normal year the group comes together a minimum of 2 times a year to discuss the progress and revision of the AIG plan. During an AIG plan revision the team will need to meet monthly for 3-5 months in a row. During these meetings the advisory team works together to review data, problem solve, and generate ideas to effectively serve AIG students in Haywood County. We strive to encourage a collaborative and transparent relationship between school personnel, central office personnel, and the community. Our priority in these meetings is to make sure stakeholders are knowledgeable of current programs, and research based practices in gifted education.

*** 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.

The local AIG Plan is posted on our district webpage under AIG Program. The AIG homepage supplies easy access links for parents and guardians to support their gifted and talented learners. This includes resources from SENG, the North Carolina Association for the Gifted and Talented, and the National Association for Gifted Children. We discuss the plan and policies relating to advanced learning and gifted education in our annual meeting held with parents in the fall of every school year. This information is shared with personnel in a beginning of the year staff meeting at all of our middle and elementary schools. In our parent meetings, information is shared regarding forthcoming events such as field trips that extend the curriculum, opportunities for summer enrichment, and options to view electronically or print our AIG parent handbook. The AIG handbook concisely summarizes and communicates information about AIG identification and services.

We offer in-person and virtual parent meetings to review student Differentiated Education Plans.

When group parent informational meetings are held virtually, we share a recording of the meeting with parents unable to attend. We would like to find a way to continue this practice as we move back to in person meetings.

We host transition meetings every spring before registration for all 5th grade and 8th grade AIG students and parents. These meetings allow us to share programming and upcoming opportunities for students as well as meet the AIG Specialist and administration at the receiving school.

Our AIG Specialists use email and REMIND communication system to share pertinent information with parents.

Create a quarterly AIG newsletter with both general (plan, program services, advanced learning opportunities) and grade level specific information for parents.

Our AIG Specialist team is currently working to develop a platform of information and training that will be available to all Haywood County Schools teachers and support high quality instruction for AIG students and talent development for all students.

Haywood County Schools employees four EL teachers. These positions are available to translate documents and forms. Currently forms are translated as needed. Directors work to share translated forms with school administration so all schools have access when the needs arise. Our ESL teachers attend face to face meetings and translate for parents as needed.

* Ideas for Strengthening the Standard

- Reestablish some of our community partnerships that could not occur during the pandemic.
- Expand extracurricular program offerings in the area of STEM.
- Update and redesign website to reflect current practices and plan.
- Complete and use training/information platform for teachers.
- Look for ways to share videos of informational meetings with parents.

Planned Sources of Evidence

- * Pictures from events
- * Newsletters
- * Parent meeting documentation

Documents

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

Standard 6: Program Accountability

Haywood County Schools (440) 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.

Haywood County Schools currently has a written plan describing the local AIG program, in accordance with state legislation and policy. This plan has been approved by our Board of Education and sent to SBE/DPI for review and comment. The Plan for Gifted Education in Haywood County has been written by stakeholders in accordance with the 6 NC Standards. The AIG Director attended regional meetings for technical assistance with the AIG plan development process. Webinars conducted by DPI staff were very informative and helpful in this process. Surveys were sent to parents, teachers, and students in elementary and middle schools. High School AIG students will complete surveys digitally. Stakeholder groups were divided into teams to tackle individual standards. Self-Assessment data was completed by our group of stakeholders. After data collection and many meetings, stakeholders identified several best practices our District would be working on in the next plan cycle. Stakeholders include, District AIG Specialists, AIG Director, Parents, Teachers, Principals, Guidance Counselors, Curriculum & Instruction Team(Central Office), Administrators, and community business leaders at all grade levels.

*** 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 Director of AIG in Haywood County Schools is also the Federal Programs Director for Haywood County Schools. This is a dual role with combined responsibilities with 30% allocated to the Director of AIG and 70% to the Federal Programs position. The AIG Director and AIG lead teachers, in conjunction with AIG Specialists, will monitor the implementation of the District AIG plan. Half-day planning sessions for AIG specialists will be scheduled at least twice a year. In the year of our plan review, meetings will be more frequent. Elementary AIG Specialists are able to meet more often due to the schedule. These planning days will also be used to monitor the fidelity of plan implementation. Data such as EOG test results, K-2 assessments, headcount, and surveys will be collected as evidence to support the AIG program. Program updates are shared with the District Curriculum Instruction team and at the principal meetings once a month.

*** 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.

According to Article 9B (115C-150.5) of the North Carolina General Assembly, all funds allocated to local LEA's for gifted education must be used for the direct services of the local AIG program. AIG budget is updated monthly through LBASS programs and reviewed with the AIG Director. Haywood County is fortunate to also receive local money to supplement the state AIG allocation. AIG funding supports the following areas:

- Personnel-5 full-time AIG specialists
- Instructional/Curriculum Resources
- Special Innovative Programs
- Summer STEM camp
- AP District "hub"
- Academic Competitions

-Professional Development

-Additional duties pay for lead teachers

*** 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.

AIG data is discussed with principals and lead teachers at Elementary, Middle and High School Group Alikes. AIG Director currently discusses the impact of data with principals frequently and the information is discussed and shared in teacher led PLC's. High school also disaggregates core subject data in AP classes. All elementary and middle schools give the TE 21 benchmark assessments. This makes it easy to see patterns across the district.

In an attempt to continue equitable access to High School AP courses, we will continue to offer county-wide centralized AP offerings. This is a centralized location in our county where all three high schools can send students to take AP classes. This academy is important for several reasons:

~ We need to consolidate resources and equalize opportunities for our students no matter which high school they attend. As an example one high school may not offer AP Biology because they do not have enough students to sign up, while across the county a student centralized-approach would streamline instruction for all our county's students.

~ Teaching positions have been cut dramatically in our district. This consolidation of courses will help to maximize class sizes and hopefully increase course offerings for our students.

~ To increase AP scores, we will recruit and retain only proven, effective educators to teach these classes. The EVAAS score of a teacher will be heavily considered. We plan to pay these teachers a stipend to teach these classes.

The AIG director will continue to monitor AIG students drop-out numbers through PowerSchool and discuss with high school principals, counselors, and teachers strategies to support student retention.

Each year our AIG team will analyze district data to evaluate the effectiveness and equity of the program. This analysis will take place during a workday in August, allowing the opportunity to make appropriate adjustments to meet the needs of students.

*** 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.

The following data will be collected and reviewed during each school year.

Number of referred students- October, March

Number of students identified including the area of identification- October, March

Retention of students within the AIG Program- October, March

Headcount data- December, May

Number of dual exceptionalities and ML students identified- December, May

EOG proficiency of AIG students- August

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	11.97%
Male	---	---	6.25%	---	---	---	12.21%
Total	---	---	<5%	---	6.47%	---	12.09%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* 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.

The Human Resource Department of Haywood County Schools maintains updated files on the credentials of all Haywood County personnel, including personnel serving AIG students. Professional development hours accrued through opportunities that address gifted education are maintained and monitored in an electronic database called My Learning Plan. This data will be monitored by the AIG Director. The AIG lead teachers meet with the AIG Director periodically for additional support and dissemination of information. They are given a stipend for additional duties assigned with this position.

*** Practice G**

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

Haywood County AIG will conduct a variety of surveys to teachers, students, parents, and community leaders focusing on ideas to strengthen educational services for students. These surveys will also provide supportive data for areas of improvement and strengths of the program. Surveys from this school year have been the cornerstone of plan and programming adjustments. AIG specialists will conduct an exit survey at the end of each year with current students to gather feedback on the quality and effectiveness of the AIG program. With the updating of the AIG website, parents will have increased access to information concerning the AIG program and the resources that are available. Parents will have access to email concerns or questions to the AIG Director. Our website will be updated soon and we will increase the number of resources and information shared with parents and the community.

*** 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.

Haywood County Schools encourages feedback from all stakeholders regarding the quality of the AIG program. Opportunities for students, parents, and teachers to provide feedback on the quality and effectiveness of the local AIG program is imperative to the continued improvement of AIG initiatives. Survey results and data will be compiled and shared at Advisory Group meetings. Our AIG team collects and reviews the following data annually analyzing for equity and discussing the need for program improvements. We specifically look for trends and patterns that indicate success or the need to adjust or intensify program plan or implementation.

*** Practice I**

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

Program evaluation data will be shared with stakeholders during annual meetings with the current AIG District plan. The county employs a marketing specialist who can cover the story of the new AIG plan for 2022-2025 and include talking points for all media outlets. AIG Specialists use "REMIND" as a way to communicate with parents. This account can post timely information and up-to-date photos of daily activities in AIG classrooms. The marketing specialist and local television station also covers events such as the Robothon and Summer Stem Camp and publishes articles and pictures in our local newspaper as well as runs stories on the local television station.

*** 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.

In accordance with state law, the Haywood County School System employs policies, procedures, and practices that safeguard the rights of AIG students. Written policies guide all aspects of the process for identification, referral, placement, and service options.

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Process	Procedure

<p>Informed consent for identification</p>	<p>* Students may be referred for consideration for placement in the Academically and/or Intellectually Gifted program through three means: screening, nomination, and transfer records. When school personnel recognize the need for gathering additional information qualified personnel will conduct further testing after obtaining parental consent. Parents are provide a copy of the "Academically and /or Intellectually Gifted Program Parent's Handbook" which explains our "Due Process" procedures. Following the test administration by qualified personnel, parents will receive a summary of the results and have the opportunity to ask any questions that might arise. We would like to add a video overview of the testing process to give parents and students an understanding of the tests that may be administered.</p>
<p>Informed consent for placement</p>	<p>* After all evaluations are complete a needs determination team will meet to review the student eligibility report and determine student eligibility and placement for the AIG program. Parents be provide a summary of the the evaluation results and have an opportunity to share relevant special circumstances. We would like to create a video introduction of our program that can be shared with parents.</p>
<p>Transfer procedures</p>	<p>* Clear procedures are outlined to protect the rights of AIG students who transfer into our system. If a student transfers into our system, we contact the previous school to gather information about their qualifying test scores. If additional testing is needed, we administer those tests after obtaining informed consent for identification. Once we have additional testing, eligibility is determined. Parents are then notified of placement decision, and if eligible for placement, a conference is scheduled.</p>
<p>Reassessment procedures</p>	<p>* To be identified for the Academically and/or Intellectually Gifted program, a student consistently must demonstrate evidence of mastery of curriculum that is above grade level in reading, math, or both reading and math. Once a student has been identified as AIG, the services not the status, may change to meet the needs.</p>

Procedures to resolve disagreement

* Level I – School Review If parent/guardian has a concern or question about AIG identification and /or services, the parent/guardian should contact the classroom teacher and the AIG Specialist at the school. If, after conferring with the teacher/AIG Specialist, the parent/guardian has a disagreement concerning screening, nomination, identification, or services, he/she shall request in writing a meeting with the school's Academically/Intellectually Gifted Leadership Committee which includes the lead teacher and principal. The meeting will occur within ten school days of receipt of the written request.

Level II – Administrative Review If the disagreement is not resolved at the school level, the parent/guardian may appeal in writing within 10 days of the school level decision to the Assistant Superintendent and the county's AIG Director. The disagreement will be reviewed and a response will be issued to the parent/guardian in writing within 10 days of the appeal.

Level III – School Board Review If an agreement cannot be reached administratively, the parent/guardian may appeal to the Board of Education in writing within 10 days of receiving the response from the administrative review. The Board will offer a written decision to the parent/guardian within 30 days.

Level IV – State Level Hearing The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. This must be done within 30 calendar days of the school board's decision. Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review. Attorney fees are the responsibility of the parent/guardian.

*** Ideas for Strengthening the Standard**

- Update the AIG Program Handbook to reflect new plan.
- Utilize various testing data to ensure underrepresented populations are referred, tested, and are receiving appropriate services.
- Complete videos that inform parents of the testing and identification process.

Planned Sources of Evidence

* New AIG program handbook

* Information about our programs and events shared with the public

* Videos as a tool to share vital information with parents

Documents

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