

Hickory City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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

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

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

For 2010-2013, Hickory City Schools local AIG plan is as follows:

Hickory City Schools Vision for local AIG program: Hickory Public Schools strives to meet the diverse cognitive and affective needs of gifted students with the provision of high quality educational opportunities. We believe that a partnership between the school system, parents, and the community fosters the potential of gifted students in all cultural groups and economic levels.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$219000.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools will continue to focus on the practice to ensure dissemination of the procedures to school personnel, families, students, and the community.

Goals: *Improve the maintenance of AIG records

*Hold transitional meetings (rising 5th to 6th grade and rising 8th to 9th grade)

*Train AIG teachers, principals, and classroom teachers on the screening, referral, and identification procedures

Description: Pathways for AIG student identification will employ the use of multiple criteria and will be utilized during the duration of this plan. An explanation of the student identification process will be communicated to stakeholders through a variety of methods such as the AIG web page and AIG brochure.

The student identification process is also noted in the AIG brochure which will be available for stakeholder distribution at all elementary schools, at stakeholder meetings, and at the Hickory City Schools Administrative Services building.

AIG teachers within the schools will ensure AIG records are maintained and transition meetings will be held with receiving schools.

Planned Sources of Evidence: *Revised LEA AIG Handbook for Parents and AIG Students

*Webpage/Brochure

*AIG School Based Review Team meetings with minutes from each meeting

*Parent, teacher, student surveys

*Presentations at faculty meetings

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools will continue with this practice as focused. The LEA will provide training for staff to raise awareness of culturally diverse populations that may be overlooked in the identification process. Training will also be provided to teachers and principals on the AIG procedures.

Goals: *Increase the number of pathways for student identification

*Educate classroom teachers to create an awareness of the culturally diverse populations that may potentially enter the AIG Program

*Provide training to teachers and principals to ensure procedures are understood and that handbooks, letters, and brochures are readily available for all stakeholders

*Create a procedures manual to be placed at each school within the district

Description: Hickory City Schools has an AIG School Based Review Team to monitor the student identification and placement process. In previous years, the criteria for AIG identification were very limited, particularly for our under-represented populations. The present indicators may include aptitude scores, achievement levels, work samples, teacher observations, gifted rating scales, grades, work samples and other performance-based standards. At two schools the LEA is beginning a pilot program to expose the higher performing, not AIG identified students, from under-represented groups to AIG instruction.

The three pathways used for AIG identification are also outlined in the AIG brochure and on the web page.

Planned Sources of Evidence:

*Local AIG plan

*AIG Brochure

*School-based Review Team meeting with minutes

*Student AIG confidential folders containing Student Identification Placement Record and supporting documents

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools has struggled with the placement of under-represented populations. The LEA will continue this as a focused practice for the 2013-2016 plan.

Goals: *Increase pathways for entering AIG program

*Increase the use of non-traditional methods for placement in the AIG program - teacher recommendations, work samples, grades

*Create a rubric for work samples

*In addition, Hickory City Schools will be implementing a pilot program for two of our most diverse schools. This pilot program should eventually increase our numbers of under-represented populations.

Description: Hickory Public Schools will continue to explore non-traditional methods for increasing the numbers of under-represented populations. Two schools will implement a pilot program to expose high performing, not AIG identified students to the AIG program.

Planned Sources of Evidence: *Non-traditional/standardized tests measures to assess students' aptitude and/or intelligence quotient

*New AIG identification pathways not based or driven solely by standardized testing results

*Data collected from pilot program

•LEA AIG plan and surveys

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools will continue this practice as focused as the need for consistency across the district is still evident.

Goals:

*Provide professional development about AIG screening, referral, and identification process

*Develop a plan for K-3 identification, screening, and referral

Description: Hickory City Schools will ensure screening, referral, and identification for AIG services is equitable across the district by providing professional development to staff.

Planned Sources of Evidence:

*Professional development logs

*Copy of K-3 plan

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools has written procedures that safeguard the rights of AIG students and their parents/families. The AIG Due Process handbook addresses most of the areas stated in this practice. However, procedures need to be developed surrounding reassessment procedures, and transfers from other LEAs.

Goals:

*Develop policies that address reassessment procedures and transfers from other LEAs

Description: In the event disputes arise regarding student identification, placement, reassessment procedures and transfers from other LEAs, procedures outlined in the AIG Due Process handbook. Our district strives to resolve disputes at the local school and district level. If disagreements are not resolved, Hickory City Schools would follow any state guidelines that are applicable.

Planned Sources of Evidence:

*District calendar for AIG identification procedures and other documents

*DEPs, IDEPs

*School-based Review team meeting minutes

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: The elementary level does review annually the identification process and service options for individual AIG students with parents/families. However, at the middle and high school level this annual review is not consistently completed because the honors classes are self-selected and open to all students.

Goals:

*Hickory City Schools will ensure that annual review meeting are held at all levels in the district

Description: Our district will hold annual review meetings with parents/families to discuss service options for students.

Planned Sources of Evidence:

*Documentation of annual review meetings

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Both teacher and parent surveys indicated a need for more differentiated strategies for AIG students.

Goals: *Provide professional development for general education teachers in differentiation and tiered lessons
*Provide professional development to allow for a local AIG endorsement for general education teachers

Description: Over the next three years, we will provide teachers with opportunities for professional development that will enhance their skills teaching skills with gifted learners. The curriculum specialists will collaborate with AIG, Honors, Advanced Placement and International Baccalaureate teachers.

Planned Sources of Evidence: *Professional development logs

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools will continue with this practice as focused.

Goals: *Provide more instructional options that match and meet the needs of the gifted/diverse learners that address a wide range of abilities
*Provide professional development to increase knowledge of instruction of higher order thinking skills

Description: Over the course of the next three years, the Curriculum and Instruction Department will

provide various professional development opportunities to increase the staff's knowledge of high order thinking skills, differentiated instruction, tiered lessons, etc.

Planned Sources of Evidence: *Professional development logs

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools uses a variety of research-based supplemental resources that augment curriculum and instruction.

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

Description: Hickory City Schools has a menu of researched-based models used within the AIG classrooms in our district. Available are such resources as Jacob's Ladder, Thinking Maps, Independent Study, Socratic Seminars, Graphic Organizers, Mental Models, Hilda Taba Model Lessons etc.

Planned Sources of Evidence:

*Maintain a list of supplemental resources and documentation of use

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools is committed to fostering the development of 21st century content and skills at an advanced level.

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

Description: Hickory City Schools is integrating technology into the curriculum, providing stimulating

curriculum that motivates and engages students. The LEA offers Honors, Advanced Placement, and International Baccalaureate classes.

Planned Sources of Evidence:

*Parent Survey

*Increased enrollment in the Honors, Advanced Placement and International Baccalaureate classes.

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: In order for differentiation to be effective, assessment must be an on-going part of teaching. The specific learning needs of gifted students must be matched with differentiated lessons. This on-going assessment will indicate which skills have not been mastered along with infusing more of a challenging, rigorous, purposeful, and meaningful curriculum.

Goals:

*Provide professional development for staff on the process of differentiation,

*Provide professional development for staff on effective use of data from on-going assessments to differentiate classroom instruction

Description: Hickory City Schools uses assessment data from EVAAS, EOGs, aptitude tests, benchmark quarterly assessments, along with performance and product based assessment rubrics to gauge the levels of AIG students.

Planned Sources of Evidence:

*Professional Development logs

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: The results of parent and teachers indicate the need for creating affective curricular and instructional practices to support the social and emotional needs of AIG students.

Goals: *Provide professional development to assist with the social and emotional needs of AIG students

*Develop units for elementary school AIG students to address social and emotional needs of AIG

students

Description: Hickory City Schools will provide the needed professional development to ensure staff is aware of the unique needs of AIG students. The elementary AIG teachers will work with counselors to development units that address social and emotional issues that AIG students deal with in an academic setting.

Planned Sources of Evidence: *Parent and teacher surveys
*Units based on the social and emotional needs of AIG students
*Professional Development logs

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools has maintained a nurturing program since 2006.

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

Description: Hickory City Schools will continue to nurture young students through collaborative efforts of AIG and regular education teachers by providing professional development opportunities for K-3 teachers. The elementary AIG teachers are developing differentiated lessons for teachers to use in their class rooms with potentially gifted learners. They will also provide consultation and support for those teachers who have those students who need more rigorous curriculum.

Planned Sources of Evidence: *Student and parent surveys
*Development and implementation of special units to address unique social and emotional needs of AIG students
*Documentation of professional development

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Currently within our district, AIG teachers collaborate with other staff members regarding curriculum and differentiation. However, there is a need for increased collaboration with staff to

develop and implement differentiated curriculum and instruction.

Goals:

- *Increase collaboration with all staff
- *Develop differentiated lessons

Description: AIG teachers will collaborate with other professional staff in planning their lessons to support the Standard Course of Study. Lessons will be developed to provide opportunities for differentiation.

Planned Sources of Evidence: *Scores from CogAT

- *Formative assessments
- *K-2 assessments

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools teacher and parent surveys indicates that this area still needs to be addressed as a focused practice. Improvement was most needed at the middle school and high school level.

Goals:

- *DEPs will be reviewed annually by staff and parentS/guardians
- *School based AIG review teams will monitor folders to ensure this practice is occurring
- *Principals will ensure meetings are held and documentation is current

Description: Meetings will be held at each school annually with parents/guardians to review and/or modify student DEPs. Teachers will be required to document annual review conferences and principals will ensure that these meetings are taking place. School based AIG review teams will monitor AIG folders and document compliance findings. The LEA AIG Director will conduct random AIG folder audits in all buildings to ensure the DEPs match the needs of students and are consistently reviewed. AIG teachers and school counselors will document the transfer of AIG files from elementary to middle and from middle to high school.

Planned Sources of Evidence:

- *Documentation of collaborative meetings
- *Samples of differentiated lessons

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: At this time, our EC Director oversees the AIG program. Due to budget constraints of a small LEA, our system will be unable to hire a licensed AIG coordinator to manage the AIG program. The Curriculum and Instruction Department, along with AIG certified teachers help with the managing, planning, and revising our local AIG program.

Goals:

- *Form a District AIG Review Team, designate roles and responsibilities for each member to monitor, guide, develop, revise, and implement curriculum for the local AIG program and plan.
- *Create job descriptions for AIG personnel and post them in the AIG Program manual
- *Determine responsibilities for regular classroom teachers as related to AIG students

Description: Over the next three years, Hickory City Schools will ensure that a District AIG Review Team has been formed. This review team will designate and define specific roles and responsibilities of each team member. The team will jointly manage, guide, plan, develop, implement, and revise the local AIG plan.

The District AIG Review Team will also collaborate with other LEA departments and committees in order to facilitate system-wide efforts to improve and refine the present AIG program.

Planned Sources of Evidence:

- *Job descriptions are developed and placed in the AIG Program manual
- *Roles and responsibilities are listed in the AIG Program manual
- *District AIG Review Team meeting minutes

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG specialists in Hickory City Schools have been researching and implementing several options to address all areas of need for a gifted student.

Goals:

*The AIG specialists will continue to research and implement best practices that address the academic, intellectual, social, and emotional needs of gifted learners.

*The specialists will collaborate with counselors, teachers, and administrators on the unique needs of gifted learners.

Description: Hickory City Schools will research best practice options in all the areas, but concentrate on the social and emotional needs of gifted learners. The specialists will work with counselors, teachers, and administrators to help them understand the unique needs of gifted learners.

Planned Sources of Evidence:

*Documentation of professional development and collaboration with staff

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools strives to provide professional development to all personnel involved with AIG programs and services. The system needs to increase the number of opportunities for professional development for all staff in the area of gifted learners.

Goals: *Increase the number of professional development opportunities geared to the gifted learner

Description: Hickory City Schools will increase the number of professional development opportunities for teachers of gifted learners. The Curriculum and Instruction Department has already planned many sessions on differentiated learning and higher order thinking skills.

Planned Sources of Evidence: *Professional development logs

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools is currently undertaking a professional development plan that would increase the knowledge of teachers in the areas of differentiation and higher order thinking skills. The system is also developing a series of professional development events to increase the number of teachers with a local AIG endorsement which will consist of three 30 credit hour classes. The results of the teacher and parent surveys indicate a strong need in this area.

Goals: *Increase the number of professional development opportunities for teachers in differentiation and high order thinking skills.

*Increase the number of teachers with a Hickory City Schools local AIG endorsement.

Description: Hickory City Schools is implementing several professional development activities to increase a teacher's knowledge of how to differentiate in the regular class. We will be offering opportunities for teachers to complete three 30 hour professional development sessions that will allow them to be locally endorsed by our system.

Planned Sources of Evidence: *Documentation of attendance at professional development opportunities that address differentiation and high order thinking skills

*Documentation of an increase in teachers who are locally AIG endorsed

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools will continue to align AIG goals with other district initiatives.

Goals:

*Align AIG goals with district initiatives when providing professional development

Description: Many of our current initiatives for professional development align with the AIG goals. The district provides training in Revised Bloom's Taxonomy, higher order thinking skills, Universal Design for Learning, and integrating technology in the classroom.

Planned Sources of Evidence:

*Professional development logs

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools is providing professional development in best practices in both gifted and general education that align with state and/or national teaching standards.

Goals:

*Continue to provide professional development opportunities

Description: Hickory City Schools will continue to provide professional opportunities that align with state and/or national standards. We will include professional development for teaching 21st century skills and content at advanced levels.

Planned Sources of Evidence:

*Professional development logs

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Surveys completed by parents and teachers indicate there is need for more opportunities for planning, implementing, and refining the applications of their professional development learning.

Goals:

*Provide opportunities for collaboration

Description: During the next three years, teachers will collaborate and plan together to implement district professional development initiatives.

Planned Sources of Evidence:

*Documented agendas and minutes from collaborative meetings

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools strives to deliver programs and services that meet the diverse needs of AIG students across all grade levels and settings. Results from the surveys completed by teachers and parents indicate a need to improve our practice in the areas of social and emotional needs of AIG students.

Goals: *Develop a curriculum that addresses the social and emotional needs of AIG students
*Provide professional development to the total school community that addresses the unique needs of AIG students

Description: Hickory City Schools maintains multiple service delivery options for gifted students. An International Baccalaureate program, Advanced Placement and Honors classes are offered at the high school level, Algebra I is offered at the middle schools, and AIG resource services are provided at the elementary schools. Professional development opportunities will be offered by the system during the next three years in the areas of differentiation and the social/emotional needs of gifted learners.

Planned Sources of Evidence: *A menu of service options is available at each grade level
*Professional Development logs

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools will continue to improve in the area of alignment with each area of identification, goals, and resources of our system.

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

Description: Options for gifted students include an International Baccalaureate program, Advanced Placement, and Honors classes at the high school level, Algebra I offered at the middle school, as well as an AIG program at the elementary schools. Middle school and high school students can accelerate their studies with North Carolina Virtual Public School. Integrated units of study are present in the elementary program. Subject acceleration and grade acceleration are available for highly gifted students. Specific subject competitions (Science Olympiad, Battle of the Books, etc.) are also in place.

Planned Sources of Evidence: *A variety of service options are available at each grade level.

*Enrollment in Advanced Placement, International Baccalaureate, and NCVPS

*Participation in subject competitions

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools strives to deliver AIG programs and services that are integral and connected to the total instructional program and enriches, extends, and expands the Standard Course of Study. Surveys completed by parents and teachers indicate this practice is evident.

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

Description: Hickory City Schools is committed to promoting academic excellence for all subgroups of students. It is therefore critical that we continue to address the complex needs of our gifted students through differentiation of instruction and recognition of their unique social and emotional needs. The Standard Course of Study is enriched and extended to challenge our gifted students and to ensure that they reach their full potential as 21st century learners.

AIG teachers collaborate with general education teachers to assist with differentiation and enrichment activities for gifted students. Regular education and AIG teachers participate in district-wide staff development based on LEA school improvement initiatives. Joint participation in staff development sessions allows teachers to view and improve the total instructional program through their discussion of differentiation strategies, clear learning targets, curriculum mapping, vertical alignment and 21st century skills.

Planned Sources of Evidence: *A variety of service options are available at each grade level

*Student identification profiles matched to service delivery options

*Professional development for best practices provided by the LEA

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools developed a AIG web page and brochure during the 2010-2013 phase of the local AIG plan.

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

Description: Hickory City Schools is developing a new format for our district's web page which will increase the information we are able to share about instruction for AIG students, regulations related to gifted education and the local AIG plan and program offerings. This new format will be easier for staff and parents to access. An updated brochure will be developed and shared.

Planned Sources of Evidence: *AIG webpage
*AIG brochure

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Through communication with teachers, guidance counselors, and administrators, we realize that transitional meetings are needed between the AIG teachers and classroom teachers (elementary to middle, middle to high).

Goals: *Establish transitional meetings

Description: Hickory City Schools will establish effective communication measures between teachers and schools at key transition points. This is critical to provide a continuation of K-12 services for gifted students

Planned Sources of Evidence: *Documented agendas, minutes, etc. from transitional meetings

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's

teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: The results from the teacher and parent surveys indicate a need for greater collaboration with AIG teachers.

Goals: *Meetings with stakeholders to ensure collaboration and involvement

Description: Teachers of gifted students will meet regularly with regular education teachers, and other support personnel to plan collaboratively and to discuss differentiated programming and services.

Planned Sources of Evidence: *Documented agendas from meetings

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: The results from the parent and teacher surveys indicate a need for improvement in this practice. Social and emotional needs of gifted learners must be addressed in a systematic way to develop talent, maximize learning and promote positive adjustment.

Goals: *Develop units for use by staff to address social and emotional needs of AIG students

*Information posted on webpage about the unique needs of AIG students

*Informational newsletters sent home for parents/guardians

Description: Hickory City Schools will develop units to be used by staff to address the unique needs of AIG students. Information about these unique needs will be posted on the webpage and newsletters will be sent home to parents/guardians.

Planned Sources of Evidence: *Implementation of units to address unique needs

*Webpage

*Sample of newsletter

Other Comments:

Practice H

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

learner.

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools maintains criteria and placement options for acceleration for gifted learners. The LEA continues to research and offer options for acceleration to students at all levels.

Goals: *Increase the options for accelerated instruction

Description: Through an array of service options, Hickory City Schools maintains a process for acceleration and placement for highly gifted students. An IDEP is developed for each highly gifted learner to ensure that he/she is appropriately challenged rather than bored with course material they have already mastered.

AIG students who transition from the elementary level to middle school are enrolled in Honors classes. These Honors classes have open enrollment policies for all students, which may give non-identified twice exceptional students, English Language Learners or potentially gifted students the opportunity to excel and advance with similar ability peers.

Opportunities are given at the middle school for subject advancement and high school credits. Student who earn the Algebra I credit in eighth grade will be free to enroll in a higher level math course in the ninth grade. In addition, the successful completion of Algebra I in eighth grade will allow students room in their schedules to take advanced math electives later on in their high school course of study.

Hickory High School offers Advanced Placement and Honors courses, as well as an International Baccalaureate program. Students are able to participate in dual enrollment at the community college and university. Students who earn enough high school credits to graduate early may enroll full-time at a post-secondary institution.

Hickory City Schools will conduct further research and exploration of additional options for acceleration of instruction. We will seek models of exemplary programs and practices from the elementary to high school level in order to more effectively meet the needs of our AIG students.

Planned Sources of Evidence: *Acceleration guidelines

*Documented minutes and agendas from related meetings

*Dual enrollment at Catawba Valley Community College, Lenoir Rhyne University, and North Carolina Virtual Public High School

*Enrollment in Honors, Advanced Placement, and International Baccalaureate classes

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: The under-representation of minorities in gifted programs has long been an area of concern for Hickory City Schools. The system continues to research other school districts with similar demographics to examine the identification process that they implement. Looking at data across the system, it is evident that we are missing some students who do not qualify with more traditional methods.

Goals: The LEA will increase the number of under-represented populations in AIG program.

Description: Hickory City Schools will implement a pilot program in the 2013-2014 school year at two of our most diverse elementary schools. The students chosen will not be formally identified this year, but will be exposed to the rigor of AIG services. They will also have opportunities to visit a college campus and will complete a service learning project. With this exposure, we anticipate being able to formally identify these students by the following school year.

Planned Sources of Evidence: *Increase numbers of culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools will continue to provide an array of extra-curricular programs and events that enhance the interest of AIG students K-12. Information gathered from the surveys from parents and teachers indicate an interest for even more extra-curricular activities and providing those opportunities at all schools.

Goals: *Increase extra-curricular programs and events
*Ensure all schools have access to AIG extra-curricular activities

Description: Hickory City Schools provides many extra-curricular opportunities at all grade levels for AIG students. Activities include, but are not limited to, Math Olympiad, Math Counts, essay contests, public speaking contests, TIP program, Future Problem Solving, Odyssey of the Mind, Battle of the Books, Science Fair, Math Fair, etc. The district will provide opportunities for extra-curricular activities and monitor the consistency of such offerings across all schools.

Planned Sources of Evidence: •Increased student participation in extra-curricular programs, service learning, inquiry-based projects, mentorship programs, etc.
•Survey of students

- Brochures, flyers, and a webpage with listings of opportunities for extra-curricular activities

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Results from the parent and teacher surveys indicate a need for improvement in this area. The level of communication and participation of parents and families varies across the district.

Goals: *An AIG Advisory Committee will be established to better communicate and partner with parents, families, and the community
*AIG webpage will be developed

Description: Hickory City Schools will establish an AIG Advisory Committee with members from the school system, parents, and community stakeholders. This committee will offer input about the services provided to AIG students. The AIG webpage will share information with parents, teachers, and community stakeholders about the services for AIG students.

Planned Sources of Evidence: *AIG webpage
*Minutes from Advisory Committee

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools is committed to improving communication about the AIG program, local AIG plan, and other policies related to gifted education. Improvement on this practice is still indicated by the teacher and parent surveys.

Goals: *AIG webpage will include news about programs and events happening in the schools and community
*Brochures will be developed and distributed
*Parent Orientations will be held

Description: Hickory City Schools will post information on the AIG webpage to keep parents and the community aware of the AIG plan and program. Information will be shared by distribution of

brochures. Parent orientation meetings will be held at least annually in order to improve communication.

Planned Sources of Evidence: •Parent and community surveys

- Webpage
- Documentation of parent orientation meetings
- Brochure

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools needs to increase the diversity of AIG parents and stakeholders. These stakeholders will be involved with the development, implementation, and monitoring of the local AIG program and plan.

- Goals:** *Translate the AIG Plan, forms and letters into native languages
*Recruit minority parents and families to participate on the AIG Advisory Committee

Description: Over the course of the next three years, it is our goal to recruit parents and families from a diverse population. In addition, all forms, letters, and plans will be translated into native languages so that the parents will be able to participate more fully in the AIG process.

- Planned Sources of Evidence:** *Translated documents
*Invitation for AIG Advisory Committee membership

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools has a diverse population and we need to communicate the opportunities available for AIG students on an on-going basis parents/families native languages.

- Goals:** *Translate forms, documents, and letters
*AIG webpage to be translated into native languages
*Use of translators for meetings

Description: It is our goal to make sure that parents/families and the community are kept informed by using a variety of methods including translating information into native languages.

Planned Sources of Evidence: *Translated forms, documents, and letters

*Documentation of use of interpreters during parent conferences

*Translations on the webpage

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hickory City Schools needs to strengthen partnerships with all stakeholders in the community to enhance and gain support for the AIG program and services.

Goals: *Create AIG Booster Club for support of gifted education

Description: An AIG Boosters Club will be created and membership will be offered to teachers, administrators, parents/families, and stakeholders.

Planned Sources of Evidence: *Documentation of guidelines for Boosters Club

*Minutes from club meetings

Other Comments:

Standard 6: Program Accountability

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools has and will continue to develop a written AIG plan describing the AIG program in accordance with state legislation. Our plan will be approved by the Local Board of Education and submitted to the Department of Public Instruction by July 15, 2013.

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

Description: Hickory City Schools will follow the guidelines set forth by the state legislation (Article 9B) Department of Public Instruction and local school board policies.

Planned Sources of Evidence: *Board of Education minutes
*Copy of AIG plan

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools monitors the AIG program and plan in accordance with current legislation and local School Board policies.

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

Description: Hickory City Schools will follow the program accountability guidelines set forth by the state legislation/DPI and local school board policies. The EC Director and building administrators will monitor the implementation of the AIG plan and evaluate the progress and success of program practices specifically referenced in the plan. Building and central office staff will conduct classroom walk-throughs and observations to ensure that differentiated, challenging, and rigorous instruction is taking place. The District and School AIG Review Teams will monitor AIG identification and

placement procedures by conducting random audits of student files and profile forms.

Planned Sources of Evidence: *Documentation of compliance with current legislation and school board policies

*Data from Walk-throughs

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG funding is used to pay salaries of AIG specialists and AIG materials. Funding is monitored by the EC Director and the Director of Finance.

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

Description: The EC Director and Finance Director manages the state allotment for AIG funding in our district and ensures that a budget is in place that has been approved by our school board.

Planned Sources of Evidence: *AIG annual budget statement

*Line item review

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Data is maintained, analyzed, and student performance growth is shared through testing and accountability reports and discussions that are held at individual schools. The results from the teacher and parent surveys indicates a more in depth analysis is needed.

Goals: *Data meetings will be held with individual schools to analysis the data for AIG students.

Description: Hickory City Schools uses data to evaluate student growth and performance along with making judgments about the effectiveness of meeting the needs of all students. Our system will continue to maintain, analyze, and share information as it relates to student performance and our district initiative to decrease the drop-out rate.

Planned Sources of Evidence: *Documentation from data meetings

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Currently our system does monitor the representation and retention of under-represented populations. As a result of this monitoring a pilot program will be implemented at two elementary schools with with populations that are diverse, have very high poverty levels, and significant number of English language learners.

Goals: *Increase the number of under-represented populations in our AIG Program

Description: The district is implementing a pilot program at the two elementary schools that are the most diverse. These students will not be formally identified but will have access the the AIG program. They will also tour a college and complete a service learning project. The exposure to the program should significantly increase their chances to be identified at a later date.

Planned Sources of Evidence: *Increased numbers of under-represented populations

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools maintains licensure records and reports, along with professional development records (SEA System)

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

Description: The district Personnel Department along with the Curriculum and Instruction Department will continue to maintain documentation for personnel that work with AIG students.

Planned Sources of Evidence: *Licensure records and reports
*Professional development records

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: At this time, Hickory City Schools does not have an active advisory group. Surveys indicate the need for such a committee.

Goals: *Form an AIG Advisory Committee

Description: The district will establish an AIG Advisory Committee so all stakeholders will have an opportunity to articulate and evaluate the effectiveness of the AIG program and make recommendations for improvements and future endeavors.

Planned Sources of Evidence: *Surveys

*Agendas, minutes, presentations at related meetings, work sessions

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: The parent and teacher surveys indicate a need for improvement in this area. The elementary AIG specialists do create an end of the year survey, but the middle and high schools do not.

Goals: *Develop and distribute surveys to parents, students, teachers, and stakeholders

Description: Hickory City Schools will develop and distribute surveys during the school year to elicit feedback from students, parents/families, teachers, and other stakeholders.

Planned Sources of Evidence: •Survey results

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools does review and revise if needed, the local AIG plan according to state regulations and guidelines.

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

Description: Every three years as stated in Article 9 B it is essential that a revised plan is written, approved, and implemented within the local LEA's. Hickory City Schools will continue to review and revise the AIG plan according to state guidelines from the Department of Public Instruction.

During the 2013-2016 plan, the system will use multiple sources of data to evaluate and revise program practices as needed throughout the life of the plan.

- *Disaggregated EOG and EOC system and building reports
- *AIG co-hort diagnostic reports
- *Individual student reports
- *Disaggregated AIG identification and placement reports
- *Honors, AP, and IB enrollment
- *(Curriculum enrichment and extension plans
- *Parent Surveys
- *Other relevant program information

Planned Sources of Evidence: *Review comments by the Department of Public Instruction noted and returned to LEA

*Plan revisions based on feedback

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Based on the teacher and parent surveys, there is still a need to create multiple venues to disseminate information to all stakeholders.

- Goals:**
- Develop and distribute informational brochures
 - Informational meetings to be scheduled for stakeholders

Description: Hickory City Schools will provide multiple venues to share information to all stakeholders.

Planned Sources of Evidence: *AIG webpage

*Samples of informational brochures

*Minutes from informational meetings

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hickory City Schools have written policies that safeguard the rights of AIG students and their parents/families.

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

Description: Due process is a guaranteed state and district requirement. Hickory Public Schools will continue to abide by state laws and guidelines to ensure that the rights of AIG students are protected through LEA policies and procedures.

While Hickory City Schools hopes to resolve any concerns or disagreements regarding AIG identification and program services at the local level, there are clearly established procedures in place for a parent/student to follow in the event that an agreement cannot be reached. Due process procedures can be found in the AIG Parent Handbook. These procedures are also available in the local schools as a stand alone procedural reference document.

The following four steps are clearly defined in the Hickory City Schools due process procedures stand-alone document and in the due process procedures section of the AIG parent handbook:

- Step 1 - Appeal to the School AIG Review Team and Principal
- Step 2 - Appeal to the Superintendent
- Step 3 - Appeal to the Local Board of Education
- Step 4 - State-Level Grievance Procedure

Planned Sources of Evidence:

- *Due process policy stated in the procedures manual
- *Documentation of interviews with parents/guardians and school personnel when disagreements occur

Other Comments:

Glossary (optional):

Appendix (optional):

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