

Hickory City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2010-2013

Approved by local Board of Education on: 28-JUN-10

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Hickory City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, July 2009). 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 transition to the new AIG Program Standards, every LEA 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 2010-2013. 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 2010)

State Funding	Local Funding	Grant Funding	Other Funding
\$189000.00	\$30000.00	\$0.00	\$0.00

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 clear, comprehensive, and equitable 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 2010-2013.

Rationale: Based on needs assessments data and information gleaned during meetings or conversations with parents, teachers, and community members, there appears to be a need for both improved communication and clarification of the procedures followed in the AIG Student Identification process. Additionally, since Hickory Public Schools has just revised its student identification process, it is imperative that the new procedures and criteria be clearly communicated to staff, students, parents, and the community at large.

Goals: During the next three years of the 5th Generation AIG plan, the following goals will be implemented and clearly communicated through various means for all HPS stakeholders:

- Develop a webpage for AIG stakeholders
- Post the new AIG plan online
- Revise parent handbook for HPS AIG program
- Develop a stronger screening, referral, and identification procedures for students especially those from under-represented populations
- Use ESL, EC, and Title One data to identify possible candidates from diverse populations
- Improve the maintenance of AIG records
- Develop a brochure that explains the identification process and provides basic facts about the AIG program for stakeholders
- 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: Our new pathways for AIG student identification will employ the use of multiple criteria and will be utilized during the 2010-2011 school year. An explanation of this revised student identification process will be communicated to stakeholders through a variety of means. The new pathways for AIG student identification are explained on pages 9 and 10 of the attached district AIG Handbook for Parents. (See attachment in Appendix)

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

Previously, the criteria for AIG student identification were very limited, particularly for our under-represented populations. A description of the new identification pathways follows:

Pathways One and Two utilize the same standards as previously utilized for AIG student identification. The newly added Pathway Three utilizes multiple criteria for AIG placement.

•Pathway One – Student meets one criterium:

The student's Composite Age Percentile is 97 or higher on the CogAT (Cognitive Abilities Test) or other standardized aptitude test

•Pathway Two - Student meets a combined score of two criteria:
The sum of the student's standardized achievement score (EOG reading or math) plus his/her composite aptitude score (CogAT) is a minimum of 183 points.

•Pathway Three - Student meets at least four of the following five criteria

1. Aptitude—Standardized Aptitude Test score of 93% or higher
2. Achievement—Standardized Achievement Test score of 93% or higher
3. Grades— "A" average in reading or math for the semester or year
4. Teacher recommendation (documented by observation checklist).
5. Work samples - above average (evaluated by AIG Review Team according to rubric standards and/or other academic indicators).

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
- .Updated AIG Forms
- .Parent, teacher, student surveys
- .Screening, referral, and identification procedures packet
- .Presentations at faculty meetings

Other Comments:

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

Standard 1: Student Identification

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

Practice B

Employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.

This practice is a Focused Practice for 2010-2013.

Rationale: Currently, our identification procedures are limited to standardized test scores. We need to improve our screening procedures in order to ensure students from all backgrounds have equal opportunity for referral and evaluation. Historical data indicates that Hickory Public Schools has underserved minorities in our AIG program.

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 Public Schools plans to create 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. Beginning in 2010-2011, optional multiple indicators for placement will be considered by the AIG Review Team. Those indicators may include aptitude scores, achievement levels, work samples, teacher observations, gifted rating scales, grades, work samples and other performance-based standards.

The 2010-2013 AIG Screening, Identification, and Placement policies are documented on page 9 and 10 in the attached Hickory Public Schools AIG Parent Handbook. The three pathways used for AIG identification are also outlined in the attached HPS AIG brochure. Individual student data and placement criteria are documented on the attached Hickory Public Schools AIG Placement Record profile form.

Teachers and stakeholders will be informed of the new pathways for AIG identification and placement through scheduled meetings and by distribution of the HPS AIG brochure and AIG Parent Handbook. In summary, Pathways One and Two for AIG identification and placement utilize the same aptitude and achievement indicators as those used prior to 2010-2011. The newly added Pathway Three is more responsive to our LEA demographics and utilizes multiple criteria as an option for AIG identification and placement. A description of each of the three pathways for identification and placement follows:

- Pathway One – Student meets one criterium:

The student's Composite Age Percentile is 97 or higher on the CogAT (Cognitive Abilities Test) or other standardized aptitude test

- Pathway Two - Student meets a combined score of two criteria:

The sum of the student's standardized achievement score (EOG reading or math) plus his/her composite aptitude score (CogAT) is a minimum of 183 points.

- Pathway Three - Student meets at least four of the following five criteria

1. Aptitude—Standardized Aptitude Test score of 93% or higher
2. Achievement—Standardized Achievement Test score of 93% or higher
3. Grades— "A" average in reading or math for the semester or year
4. Teacher recommendation (documented by observation checklist).
5. Work samples (evaluated by AIG Review Team according to rubric standards and/or other academic indicators).

Planned Sources of Evidence: .HPS 2010-2013 AIG Plan

.HPS Parent Resource Guide for Academically/Intellectually Gifted Students

.HPS 2010 AIG Brochure

.School-based Review Team meeting with minutes

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

.Parent surveys

Other Comments:

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

Standard 1: Student Identification

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

Practice C

Administers both non-traditional and traditional standardized measures that are based on current theory and research.

This practice is a Focused Practice for 2010-2013.

Rationale: Hickory Public Schools is limited in the non-traditional measures that we use to screen students. Minority students are under-represented in AIG programs in our system.

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
- Utilize nonverbal, performance based screening instruments with ELL and twice exceptional students
- Share information with teachers and principals at each school

Description: Hickory Public Schools currently uses alternative testing. However, we are adding multiple indicators/methods to ensure the screening of traditionally under-represented populations in gifted education. By the end of 2013, our repertoire of screening tools will be increased providing more program accessibility and equity for all populations.

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
- Testing calendars and administered instruments
- LEA AIG plan and surveys

Other Comments:

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

Standard 1: Student Identification

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

Practice D

Initiates screening, referral, and identification procedures that 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 Future Practice (2013-2016) for 2010-2013.

Rationale: Hickory Public Schools is limited in non-traditional pathways used to screen under-represented student populations. Traditionally under-represented populations in our AIG program include English Language Learners, minority students, economically disadvantaged students, twice exceptional students, and highly gifted students.

Hickory Public Schools will implement new multiple criteria pathways for AIG identification and placement in the fall of 2010. Over the life of the current AIG plan, we will evaluate the effectiveness of utilizing these multiple criteria pathways in identifying greater numbers of gifted and potentially gifted students from historically under-represented populations.

Also during the life of the current plan, we will explore additional options which may be used to refine the multiple criteria pathways for AIG identification and placement. Options may include the addition of performance-based assessments and/or project-based criteria which are unbiased in nature when screening under-represented populations. HPS needs time to research best practices, enrichment programs, and non-biased screening/assessment tools before making this a focused practice in our AIG plan.

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

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

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

Other Comments:

Ideas of Strengthening:

Standard 1: Student Identification

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

Practice E

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

This practice is a Focused Practice for 2010-2013.

Rationale: Currently, our identification procedures are stated in our AIG Manual. The district needs to update and revise the AIG screening, referral, multiple pathways, and identification processes along with developing a new AIG procedures manual to ensure consistency during the screening process.

Goals: • Designate a certified AIG school level staff member to oversee the screening, referral, multiple pathways and identification process

- Establish District AIG Review Teams to ensure consistency in the screening, referral, and identification process
- Provide staff development to teachers and principals regarding the process
- Develop a plan for K-3 identification, screening, referral
- Revise the AIG Manual
- Develop multiple pathways to include under-represented populations

Description: Hickory Public Schools needs to revise the way students are identified for entrance into gifted programming. We need to ensure that the screening processes are equitable. By establishing a District AIG Review Team to revise, review, oversee, and carry out the practices that have been developed during the first year of the plan. This will ensure consistency throughout our district.

Planned Sources of Evidence: • District calendar for AIG identification procedures and other documents

- DEP's, IDEP's
- School-based Review team meeting minutes
- District Review Team meeting minutes

Other Comments:

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

Standard 1: Student Identification

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

Practice F

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Hickory Public Schools has written policies in place that safeguard the rights of AIG students and their parents/families. Copies of these policies have in the past been distributed to parents of students referred for AIG screening, to those who meet the criteria for placement in the

AIG program, or upon the request of any given stakeholder.

We will continue to give copies of our Due Process Procedures documents to parents when they sign consent forms for AIG evaluations and again when/if they sign consent forms for AIG services as indicated on the DEPs. Parents' signatures on the DEPs will affirm that they did indeed receive copies of Due Process Procedures at the time of DEP signing.

Due Process Procedures given to parents will either be in the form of a stand-alone document or as a part of our revised AIG Parent Resource Guide, which will serve as a supplement to our local AIG Plan. Additionally, Due Process Procedures will be available at each local school, posted on the HPS AIG website, and given to any stakeholder upon request.

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

Description: The current AIG parent handbook, Journey to Excellence: Parent Resource Guide for the Academically and/or Intellectually Gifted Program Plan: "Excursions: Journey to Excellence", is attached in the Appendix of this AIG plan for easy reference.

This resource guide provides a historical view of the AIG program in Hickory Public Schools along with a description of the new state standards, current student identification/placement procedures, service options, transfer students, due process procedures, local school contacts, and other program information. Student identification and placement procedures are described on pages 9 and 10 of the parent handbook. Transfer students and placement procedures can be found on page 11.

In the event of disagreements regarding student identification and AIG services, Hickory Public Schools strives to resolve the disputes at the local school and district level. If disagreements are not resolved, HPS follows state guidelines for due process procedures. A current description of due process procedures begins on page 18 in the attached AIG Parent Handbook. Pages 18-20 are also photo-copied as stand-alone documents and may be distributed as needed.

The entire parent handbook and local AIG forms are being reviewed and revised in 2010-2011. Many revisions to these forms and the handbook had already been made prior to the re-submission of this plan. No changes, however, have been made or are anticipated in the due process procedures section. When the revised handbook is published, it will be distributed to AIG parents, schools, and administrative services personnel. The handbook will also be available to all stakeholders upon request and will be available for online review on the HPS AIG website.

Planned Sources of Evidence: •Identification and placement procedures outlined in the supplemental AIG parent handbook, in the AIG brochure, in the AIG plan, and on the LEA AIG website

•Procedures for resolving disagreements and due process clearly communicated in the AIG parent handbook and on the LEA AIG website

Other Comments:

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

Standard 1: Student Identification

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

Practice G

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 2010-2013.

Rationale: The needs assessment along with conversations with teachers and parents have indicated that at the high school level annual reviews were not being held consistently.

Goals: • Ensure all AIG students are having annual reviews

Description: Hickory Public Schools will hold annual reviews for all AIG students to explain service options to parents/families.

Planned Sources of Evidence: • AIG student folders containing DEP's/IDEP's
• Annual Review meeting documented

Other Comments:

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

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) according to identified abilities, readiness, interests, and learning profiles, K-12.

This practice is a Focused Practice for 2010-2013.

Rationale: This is a focused practice due to self-assessment indicating that HPS is meeting this practice but we want to continue improving in this area. Each AIG teacher implements something different. At this time, we are exploring a variety of research-based supplementary resources to augment curriculum and instruction as it relates to fostering 21st century content and skills. We must also continue to cultivate and develop the potential for K-3 through our nurturing program.

Goals: • Implement Learning Styles Inventories administered by AIG teachers

- Continue to develop ways to foster 21st century content and skills
- Continue to cultivate and develop our K-3 nurturing program by developing curriculum maps
- Develop a 3-5 curriculum that will be implemented at each elementary school
- Collaborate and train AIG personnel to implement challenging, rigorous, and relevant curriculum based on best research-based practices for K-12 through focused professional development through findings by Wiggins, McTighe, Tomlinson, Marzano, etc.
- Provide a consistent approach when implementing curriculum to ensure student achievement/success across the district in AIG classes
- Provide additional instructional options that match the needs of K-12 AIG students

Description: To ensure that Hickory Public Schools is providing challenging, rigorous, and relevant curriculum for gifted students, it will be necessary to research and implement an array of curriculum models. These models will provide a comprehensive viable program to enhance student achievement. We are in the process of developing ways to foster 21st century learning skills. In order to achieve this, an AIG Curriculum Committee will be created to include teachers and administrators that will review, explore, and research program design/curriculum models that would be effective for our school system and AIG students in order to meet their needs for 2010-2013

Planned Sources of Evidence: •Learning Style Inventories

- Program evaluation to assess success
- Curriculum Committee notes from meetings
- Professional Development logs
- Written curriculum for K-5

Other Comments:

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

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 B

Enriches, extends, and accelerates the curriculum to address a range of ability levels in language arts, math, and other content areas as appropriate.

This practice is a Focused Practice for 2010-2013.

Rationale: Based on self assessments and input from stakeholders, there appears to be a need for enriching, extending, and accelerating the curriculum.

- Goals:**
- Provide more instructional options that match and meet the needs of the gifted/diverse learners that address a wide range of abilities
 - Use of clear learning targets and to stimulate high-level thinking, abstract thinking,

logical reasoning, and problem solving

- Implement differentiated AIG curriculum and tiered lessons
- Provide professional development to increase knowledge of instruction of higher order thinking skills
- Implement concept-based teaching using an interdisciplinary approaches
- Provide opportunities for accelerated learning at elementary, middle and high

Description: Over the course of the next three years it is our goal to explore, research, and implement a wider range of curriculum models that will ensure rigorous, quality instruction which better meets the needs of gifted learners. New 4th and 5th grade AIG curriculum maps will be implemented during the 2010-2011 school year.

Our LEA curriculum specialist, with AIG licensure, will continue to assist elementary AIG teachers with the refinement of the current curriculum maps and the design of new instructional units that will challenge AIG students and require them to engage in higher level thinking and problem solving activities.

The curriculum specialist will also be available for consultation and/or staff development with both middle school Honor's Classes' teachers and high school AP and IB teachers. A team of teachers will attend the NCAGT conference each year and will implement solid, innovative ideas gleaned from conference sessions to enrich and extend the curriculum for AIG and potentially AIG students.

Building and central office administrators will conduct regular classroom walk-throughs and note the use of clear learning targets, research-based strategies, differentiation, student engagement, and higher order thinking skills. Both local and regional staff development sessions will be offered for regular education, AIG, Honor's, and AP teachers.

Planned Sources of Evidence: •Curriculum map

- Documentation of District AIG Review Team of oversight and monitoring of the implementation of the curriculum
- Samples of units, lessons, activities
- Professional Development logs
- Documentation of opportunities for acceleration

Other Comments:

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

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 C

Employs diverse and effective instructional practices to address a range of learning needs.

This practice is a Focused Practice for 2010-2013.

Rationale: Based on the results of the self-assessment and stakeholder input, the need for an improvement in diverse and effective instructional practice is warranted.

Goals: •Develop an AIG curriculum framework that employs diverse and effective instructional practices to address a range of learning needs

•Designate a certified AIG teacher to collaborate with teachers to oversee and implement best practices for gifted education

Description: Over the course of the next three years it is our goal to explore, research, and implement a wide array of curriculum models that will ensure not only rigor, but will provide a comprehensive high quality program to meet the needs of gifted learners.

Planned Sources of Evidence: •Documentation of meetings with AIG teacher and other teachers

•Documentation of curriculum models researched and implemented

Other Comments:

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

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 D

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

This practice is a Maintained Practice for 2010-2013.

Rationale: The needs assessment indicated the AIG program does use a variety of researched based supplemental resources such as Jacob's Ladder, Thinking Maps, Independent Study, Socratic Seminars, Graphic Organizers and Mental Models, Hilda Taba Model Lessons, etc.

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

Description: Hickory Public Schools has a menu of researched-based models used within the AIG classrooms in our district. Many more will be added over the course of the next few years as we continue to expand and develop the concepts to create a stronger program.

Planned Sources of Evidence: •Maintain a list of collaborative efforts to exchange ideas with other staff members

•Maintain a list of supplemental resources and documentation of their use

Other Comments:

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

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 E

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 Focused Practice for 2010-2013.

Rationale: Hickory Public Schools is committed to fostering and implementing the new AIG standards and practices to ensure AIG students are prepared to be work/college ready.

Goals: •Integrate technology into instruction of AIG students

- Provide stimulating curriculum that will motivate and highly engage students
- Ensure the AIG curriculum guide addresses 21st century content and skills

Description: During the next three years, Hickory Public Schools will implement a curriculum framework for AIG to include 21st century content and skills in a stimulating, motivating, and engaging venue. The use of technology will be integrated into the instruction of AIG students in a variety of ways.

Planned Sources of Evidence: •End of the year student/parent survey

- Increased enrollment in Honors, Advanced Placement, and International Baccalaureate classes
- Curriculum maps

Other Comments:

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

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 F

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

This practice is a Focused Practice for 2010-2013.

Rationale: In order for differentiation to be effective, assessment must be an on-going part of teaching. It is important so that one can determine the specific learning needs of the AIG students to match what is expected and what is accomplished. This will enable the AIG teacher to carefully plan their instructional units and objectives to meet the standards that have been set forth by the district. On-going assessment highlights continuous progress for students with content and skills that have not been mastered along with infusing more of a challenging, rigorous, purposeful, and meaningful curriculum. The self-assessment indicates a need for improvement in the practice.

- Goals:**
- Provide professional development for staff on the process of differentiation, informal, formal, and summative assessments
 - Disaggregate and share data from EVAAS, EOG, EOC's aptitude tests (CoGat)
 - Develop performance and product-based assessment rubrics and informal assessments

Description: During 2010-2013, Hickory Public schools will use assessment data from EVAAS, EOG, aptitude tests (CoGat), along with performance and product-based assessment rubrics to provide on-going assessments of AIG students. Professional development will provide staff with the needed skills to effectively assess students for differentiation.

- Planned Sources of Evidence:**
- Documentation of assessment data being used to drive instruction
 - Formative assessment documentation
 - Professional development logs

Other Comments:

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

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 G

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

This practice is a Focused Practice for 2010-2013.

Rationale: The self assessment and antidotal information support the need for creating affective curricular and instructional practices to support the social and emotional needs of AIG students. Social and emotional needs of these students are often overlooked. Professional development is

needed to ensure staff is aware of these unique needs and how to help AIG students optimize their learning environment. Also, Hickory Public Schools needs to design units in grades 3-5 to meet the social and emotional needs of AIG students that are embedded in the AIG curriculum.

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

- Develop units to address the social and emotional needs of AIG students

Description: Hickory Public Schools will provide the needed professional development to make staff aware of the unique needs of AIG students. The Curriculum Committee will work with guidance counselors to develop units that address social and emotional issues that AIG students deal with in an academic setting.

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:

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

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 H

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 2010-2013.

Rationale: Hickory Public Schools has maintained a K-3 nurturing program since 2006.

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

Description: Hickory Public Schools has had a strong and successful nurturing program in our K-3 classrooms. We will continue to nurture young students through collaborative efforts of AIG and regular education teachers and by providing staff development opportunities for K-3 teachers.

During the 2010-2011 school year, elementary AIG teachers and the AIG Review Team will accept teacher referrals for targeted 3rd grade enrichment pull-out services. The team will evaluate the success of these services at the end of the school year and make recommendations for the 2011-2012 school year. Elementary AIG teachers have time built into their schedules to consult with K-3 teachers, assist with differentiation of instruction, and offer ideas for tiered learning and

acceleration within the regular classroom environment.

Planned Sources of Evidence: • Scores from CogAT

- Formative assessments
- K-2 assessments

Other Comments:

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

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 I

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 2010-2013.

Rationale: Currently within our district, AIG teachers collaborate with other staff members regarding curriculum and differentiation. However, the self assessment indicates a need for increased collaboration with staff to develop and implement differentiated curriculum and instruction.

- Goals:**
- Increase collaboration with all professional 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:**
- Documentation of collaborative meetings
 - Samples of differentiated lessons

Other Comments:

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

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 J

Develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students. The document is reviewed annually to ensure effective programming, a continuum of services, and school transitions.

This practice is a Focused Practice for 2010-2013.

Rationale: State and district guidelines mandate a DEP be maintained for every identified AIG student and reviewed annually. Input from the self assessment and information gathered from stakeholders indicate a need to improve in this practice. Hickory Public Schools AIG staff consistently review DEPs at the elementary level, but DEP reviews are not consistently evident in the middle schools and high school.

- Goals:**
- DEP's 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 DEP's. 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 facilitator will conduct random AIG folder audits in all buildings to ensure that 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 school and from middle to high school.

- Planned Sources of Evidence:**
- Documentation of meetings
 - Documentation of folder audit

Other Comments:

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

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(s) to guide, plan, develop, implement, revise, and monitor the local AIG program.

This practice is a Focused Practice for 2010-2013.

Rationale: At this time, our EC Director oversees the AIG program. Due to the budget constraints of a small LEA, our system will be unable to hire a licensed AIG coordinator to manage the AIG program. However, we realize the need to have a system in place to manage, guide, plan, develop,

implement, revise, and monitor our local AIG program. This need is reflected in the following goals related to the development, implementation, and review of our current AIG plan.

- 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.
 - Assign a part-time program facilitator with an administrative background the task of monitoring the implementation and review of our local AIG plan during the 2010-2011 school year.
 - 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, (2010-2013) Hickory Public 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 committees (School Based Review Teams, Curriculum Committee and Advisory Committee) in order to facilitate system-wide efforts to improve and refine the present AIG program. The part-time AIG program facilitator will assist the EC director in monitoring the implementation of the new AIG plan and addressing areas of concern identified in our LEA self-assessment and parent surveys.

- 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:

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

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 B

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: Currently, professional development has not been specifically planned for AIG specialists. Hickory Public Schools is undertaking many initiatives and AIG specialists will be involved in system professional development. AIG specialists will research best options for professional development

and then pursue those options with the appropriate director.

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

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

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

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

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

Other Comments:

Ideas of Strengthening:

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 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 Future Practice (2013-2016) for 2010-2013.

Rationale: Currently, we do not have a professional development plan specifically to address the needs of AIG students. Hickory Public Schools is undertaking many initiatives with staff that will increase understanding of differentiation and increasing higher level thinking skills for all students. This professional development will increase the knowledge base for all personnel working with the gifted learners. Specific AIG professional development will be researched and implemented in the future.

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

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

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

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

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

Other Comments:

Ideas of Strengthening:

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 D

Places AIG students in 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 Future Practice (2013-2016) for 2010-2013.

Rationale: Hickory Public schools is planning to explore the option of additional AIG professional development opportunities for teachers who do not yet have their AIG license. We do have licensed AIG teachers at the elementary level, and the Advanced Placement/Honors and International Baccalaureate teachers have met local and professional prerequisites for teaching those courses. We need to, however, develop a more comprehensive local professional development plan for all teachers who serve our K-12 gifted students. Time to research options for these professional development plans and to explore non-monetary incentives for add-on AIG licensure are needed at this time.

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

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

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

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

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

Other Comments:

Ideas of Strengthening:

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 E

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: Currently, professional development does not specifically align with the AIG goals.

Therefore a professional development plan must be developed to align with district initiatives. To accomplish this practice, additional time is needed.

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

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

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

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

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

Other Comments:

Ideas of Strengthening:

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 F

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

This practice is a Future Practice (2013-2016) for 2010-2013.

Rationale: Hickory Public Schools is currently planning professional development on the new essential standards and 21st Century skills and content at advanced levels. All teachers of gifted students will receive this training in the future.

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

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

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

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

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

Other Comments:

Ideas of Strengthening:

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 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 2010-2013.

Rationale: Currently within our district, some of the AIG specialists collaborate with other staff members regarding curriculum. However, all teachers of gifted students need to collaborate in order to plan, implement, and refine applications of their professional development learning.

Goals: •Ensure AIG specialists and other teachers are involved in collaborative planning.

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:

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

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 2010-2013.

Rationale: Hickory Public Schools strives to deliver programs and services that meet the diverse needs of AIG students across all grade levels and settings. Findings from the self assessment indicate a need to improve our practice in the areas of social and emotional needs of gifted learners across all grade levels.

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 Public Schools maintains multiple service delivery options for gifted students as

outlined on pages 12-17 of the HPS AIG Parent Handbook attached to this plan. An International Baccalaureate program and Advanced Placement/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 and a differentiated curriculum which addresses the needs of AIG students will be implemented, evaluated, and revised by the District AIG Review Team during the life of this plan.

Planned Sources of Evidence: •A menu of service options is available at each grade level.

- Student identification profiles matched to service delivery options.
- Professional Development logs
- Documentation of curriculum development

Other Comments:

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

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 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 2010-2013.

Rationale: Hickory Public Schools strives to align AIG programs and services with each area of AIG identification, goals of the program, and the resources of the LEA.

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 and Advanced Placement/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 is available at each grade level.

- Enrollment in Advanced Placement, International Baccalaureate, and NCVPS
- Participation in subject competitions

Other Comments:

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

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 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 2010-2013.

Rationale: Hickory Public 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. The self assessment indicated this practice as evident.

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

Description: HPS 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 NC 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 regular 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 is available at each grade level

- Student identification profiles matched to service delivery options
- Professional development for best practices provided by the LEA

Other Comments:

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

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 D

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

This practice is a Focused Practice for 2010-2013.

Rationale: Information about the AIG program and differentiated services is not consistently shared according to the self assessment and antidotal comments from staff and stakeholders.

Goals: •Develop AIG webpage with posted AIG plan, services and regulations
•Develop a brochure that shares information about the AIG program for stakeholders

Description: Over the course of the next three years, it is our goal to inform 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.

Planned Sources of Evidence: •AIG webpage
•AIG brochure

Other Comments:

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

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 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 2010-2013.

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). The self assessment also indicated a need in this area.

Goals: •Establish transitional meetings

Description: Hickory Public 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:

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

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 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 2010-2013.

Rationale: The self assessment and input from stakeholders indicates the need for additional collaboration among regular education teachers, exceptional children's teachers, other specialist, instructional staff, parents/families, and administrators to provide differentiated programming and services.

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:

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

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 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 2010-2013.

Rationale: The self assessment and input from stakeholders indicates the 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 Public 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:

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

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 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 2010-2013.

Rationale: Hickory Public Schools maintains criteria and placement options for acceleration for gifted learners. However, the self assessment and input from stakeholders indicate the need for improvement.

Goals: • Increase the options for accelerated instruction

Description: Through an array of service options, Hickory Public 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 Algebra II 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.

The high school offers Advanced Placement/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.

HPS 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:

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

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 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 Future Practice (2013-2016) for 2010-2013.

Rationale: The under-representation of minorities in gifted programs has long been an area of concern for Hickory Public Schools. To address this concern, from 2010-2013, we will implement new pathways for AIG identification which utilize multiple criteria for placement rather than traditional aptitude and achievement standards.

We will monitor the effectiveness of using multiple criteria for AIG identification throughout the life of this plan and determine if our numbers of historically under-represented populations in our AIG program is increasing. Depending on data collected from our on-going evaluation of the new pathways for AIG identification, we will elect to either revise or re-establish the criteria for placement. HPS will research AIG criteria in similarly populated school systems for comparison purposes. Further research of effective strategies and intentional services for traditionally under-represented

populations in our AIG program is needed at this time.

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

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

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

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

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

Other Comments:

Ideas of Strengthening:

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 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 2010-2013.

Rationale: Hickory Public Schools will continue to provide a wide array of extra-curricular programs and events that enhance the interest of AIG students K-12. Information gathered from self assessment and input from stakeholders show that Hickory Public Schools needs to increase the extra-curricular programs for AIG and ensure access for all schools.

Goals:

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

Description: Hickory Public 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. Hickory Public Schools will provide opportunities for extra-curricular activities and provide consistency of such offerings.

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:

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

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

Partners and communicates with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students are provided.

This practice is a Focused Practice for 2010-2013.

Rationale: Results from the self assessment indicate a need for improvement in this practice. 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 Public 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:

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

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 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 2010-2013.

Rationale: Hickory Public Schools is committed to improving communication about the AIG program, the local AIG plan, and other policies related to gifted education. Results from the needs assessment indicate improvement in this area is warranted.

Goals: •AIG webpage to include local AIG plan and the AIG program

- 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 Public 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:

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

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 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 2010-2013.

Rationale: Based on the self-assessment we realize the need to reflect the diversity of AIG parents/families in 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:

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

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 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 2010-2013.

Rationale: Based on the self-assessment and input from stakeholder, we see the need to communicate the opportunities available for AIG students on an on-going basis in 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:

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

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 E

Implements initiatives to intentionally involve parents/families and the community in meaningful ways to support gifted education.

This practice is a Focused Practice for 2010-2013.

Rationale: Results from the self assessment and input from stakeholders indicate a need to involve parents/families and community members in support of gifted education.

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:

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

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 F

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 2010-2013.

Rationale: At this time, we realize the need to form stronger partnerships with parents/family, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

Goals: •Establish focus groups

Description: Hickory Public Schools will examine ways to increase the opportunities to form stronger partnerships with stakeholders by establishing focus groups to aid in this practice.

Planned Sources of Evidence: Documented agenda of meeting
Meeting minutes

Other Comments:

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

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 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 2010-2013.

Rationale: Hickory Public Schools has and will continue to develop a written AIG plan describing the local AIG program in accordance with state legislation. Our plan will be approved by the local Board of Education and submitted to the state department by July 15th.

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

Description: Hickory Public 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:

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

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 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 2010-2013.

Rationale: Hickory Public Schools monitors the AIG program 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 Public schools will follow the program accountability guidelines set forth by the

state legislation/DPI and local school board policies. The EC Director, part-time AIG program facilitator, 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. The program facilitator will review Cog-AT and EOG summaries to identify potentially gifted students and possible twice exceptional students.

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

Other Comments:

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

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 C

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

This practice is a Maintained Practice for 2010-2013.

Rationale: AIG funding is used to pay salaries of AIG specialists. Funding is monitored by EC/AIG Director and Associate Superintendent of Finance.

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

Description: The EC Director and Associate Superintendent 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:

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

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 D

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

This practice is a Focused Practice for 2010-2013.

Rationale: Data is maintained, analyzed, and student performance growth is shared through testing and accountability reports and discussions that are held at local sites. The results from the self-assessment indicate a broader dissemination of information is needed.

Goals: •Documentation of data shared with parents and stakeholders

Description: Hickory Public 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. Information will be shared with parents and stakeholders at informational meeting and on the AIG webpage.

Planned Sources of Evidence: •Webpage
•Documentation from informational meeting

Other Comments:

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

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 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 Future Practice (2013-2016) for 2010-2013.

Rationale: Currently, our district does monitor the representation and retention of under-represented populations as it relates to our system wide drop-out initiative. The district does keep data on under-represented populations but does not deeply analyze this data for program development. Time will be needed for our AIG District Review Team to explore and review data regarding referral and identification trends based on demographics, subgroups.

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

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

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

Other Comments:

Ideas of Strengthening:

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 F

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

This practice is a Maintained Practice for 2010-2013.

Rationale: Currently, HPS does maintain 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: Hickory Public School's 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:

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

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 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 2010-2013.

Rationale: At this time, Hickory Public Schools does not have an advisory group for all stakeholders to have a voice. This was clearly evident in the self assessment and from comments from parents.

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:

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

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 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 2010-2013.

Rationale: The self-assessment indicates a need for an improvement in this practice.

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

Description: HPS 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:

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

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 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 2010-2013.

Rationale: The district does review and revise 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 Public Schools will continue to review and revise its AIG plan according to state guidelines from the Department of Public Instruction.

Additionally, from 2010-2013, multiple sources of data and evidence of AIG plan implementation will be collected in order to evaluate and revise program practices as needed throughout the life of the current plan. Data and artifacts collected may include:

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

The collection of these multiple sources of data and artifacts will enable the LEA and stakeholders to conduct a thorough assessment of the AIG plan and program effectiveness as we prepare to develop the 2013-2016 AIG plan.

Planned Sources of Evidence:

- Review comments by the Department of Public Instruction noted and returned to LEA
- Plan revisions based on feedback

Other Comments:

Ideas of Strengthening: This section does not need to be completed based on the chosen category

of the practice.

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 J

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

This practice is a Focused Practice for 2010-2013.

Rationale: Based on the self-assessment, there is a need to create multiple venues to disseminate information to all stakeholders.

Goals: •Create an AIG webpage

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

Description: Hickory Public 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:

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

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 K

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

This practice is a Maintained Practice for 2010-2013.

Rationale: We have written policies that safeguard the rights of AIG students and their parents and 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 Public 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 on pages 18-20 in the attached 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 HPS 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: • State Law : Article 9 B

- Due process policy stated in the procedures manual
- Interview with parents/guardians and school personnel where disagreements have occurred

Other Comments:

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

Glossary (optional):

Appendix (optional):

AG Brochure.pub (*Appendix*)

Individual Profile Form 2010-2013.doc (*Appendix*)

Revised AIG Handbook.doc (*Appendix*)