

Hickory City Schools AIG Plan

2016-2019

Standard 1: Identification

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

<p>NC AIG Program Practices</p> <p>Standard 1</p>	<p>LEA Response</p>
<p>a) Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.</p>	<p>Rationale: Based on stakeholder feedback as well as recommendations from NC Department of Public Instruction's Division of Advanced Learning, it is evident that Hickory City Schools needs clearly defined identification, referral and identification procedures which are communicated to personnel, parents/families, and the community at-large.</p> <ul style="list-style-type: none"> -Identification criteria will be placed on the district website. -Elementary and Middle School teachers will be trained on proper referral system and criteria for the district. - AIG Refresher Training for each elementary school at the beginning of the year to ensure everyone understands the process for screening and identification. -Translate placement information into native language for the community. -Distribute information at the elementary and middle school-level about gifted students to help understand eligibility and the spectrum of AIG services. -Provide FAQ's section on the district website with screening, nomination and identification information in English and other native languages, as needed.
<p>b) States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both</p>	<p>Rationale: The district uses multiple criteria for identification of an AIG student; however, after analyzing district AIG data, it is evident that Hickory City Schools is above the traditional 2-4% of identified academically and intellectually gifted students. In order to accurately identify intellectually and academically gifted students HCS will utilize two pathways for identification.</p> <p>AIG Identification</p> <ul style="list-style-type: none"> -Students not meeting AIG placement criteria will still receive flexible grouping within the regular classroom based on individual abilities.

<p>nontraditional and traditional measures that are based on current theory and research.</p>	<p>-In February, the district will administer a universal screening instrument, Cognitive Abilities Test (CogAt), to all third graders which will be used in the identification process.</p> <p>-CogAT or other aptitude test will be given in 6th grade to all students that have scored an 80% or above on their 4th or 5th grade EOG.</p> <p>-There are two pathways for gifted identification placement:</p> <p><u>Pathway 1:</u></p> <ul style="list-style-type: none"> ● Intellectually Gifted (IG)-Full scale Aptitude score of 97% or above on a nationally normed test ● Academically Intellectual (AI)-Full scale aptitude score of 97% on a nationally normed test AND EOG score of 97% or above <p><u>Pathway 2:</u> Academically Gifted in Math (AM), Academically Gifted in Reading (AR), Academically Gifted in Reading and Math (AG -Reading & Math Identified)</p> <p><i><u>Meets 4 out of 5:</u></i></p> <ol style="list-style-type: none"> a. 93% full scale score on a Nationally Normed Aptitude test b. Level 5 on a North Carolina End of Grade (EOG) test in math and/or reading c. 93% or above on a Nationally Normed Achievement Test d. 95% or above yearly average grade in math and/or reading e. Meets gifted criteria on a Teacher Observation Checklist <p>Pathway 1 & 2 will receive a variety of services based on their identification.</p> <p>Other assessments that will be accepted for identification:</p> <ul style="list-style-type: none"> ● Aptitude: <ul style="list-style-type: none"> ○ CogAT ○ Otis-Lennon Ability test ○ TONI-Test of Nonverbal Intelligence ● Nationally Normed Achievement Test <ul style="list-style-type: none"> ○ Stanford Achievement Test ○ Woodcock Johnson Test
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	<ul style="list-style-type: none"> ● Teacher Observation <ul style="list-style-type: none"> ○ Gifted Rating Scale ○ Slocumb Payne <p>-HCS will also review individual psychological testing from licensed psychological practitioners.</p> <p>-Students transferring from within another North Carolina district with AIG identification will be granted placement while students transferring from another state will need to be assessed using current criteria expectations.</p> <p>-Potential AIG students can only be locally retested once a year after their initial screening if different test forms and versions are available.</p>
<p>c) Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.</p>	<p>Rationale: HCS will use culturally fair and nationally normed assessments to ensure students, from all backgrounds, are appropriately screened for the gifted program.</p> <p>-Specialists will use the TONI-Test of Nonverbal Intelligence and Slocumb Payne Teacher Perception Inventory as a non-traditional method for screening underrepresented students in the district.</p> <p>-AIG Specialists will analyze testing data to identify students who meet criteria in Hickory City Schools.</p> <p>-Teachers and parents will use the referral process for recommending students to be assessed for potential AIG identification.</p> <p>-AIG Specialists will monitor and analyze a variety of data to ensure populations of students that are culturally/ethnically diverse, economically disadvantaged, English Language Learners (ELLs), highly gifted, and twice-exceptional are assessed for potential AIG placement.</p> <p>-Specialists will partner with the Exceptional Children’s Department and English Second Language to best recognize and serve traditionally underrepresented populations for AIG placement.</p>
<p>d) Implements screening, referral, and identification processes consistently within the LEA.</p>	<p>Rationale: In order to ensure all students are treated fairly, the referral and identification process will be consistent across the district.</p> <p>-The AIG Specialist assigned to the school should be responsible for completing identification placement through the use of the criteria.</p> <p>-Teachers and parents will submit AIG screening referral directly to the AIG specialist assigned to their current school for processing.</p>

	<p>-School based AIG team will review new students placed in the program to monitor identification process.</p> <p>-AIG specialists will provide training modules for all certified staff members for consistency in referrals across the district.</p>
<p>e) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.</p>	<p>Rationale: Hickory city recognizes the need to maintain documentation that will ensure validity of services and placement across the district for the gifted program.</p> <p>-HCS will use the AIG Profile Sheet that is consistent across the LEA and clearly communicates a student’s AIG identification procedures and the outcomes for students. (See Appendix)</p> <p>-Schools will provide all identified gifted students with a Differentiated Education Plan (DEP), or Individualized Differentiated Education Plan (IDEP) that explains how the identification matches the service options for an individual AIG student. This will also be shared with the classroom teacher and parent.</p> <p>-All AIG placement criteria will be placed on the district website.</p> <p>-Elementary and Middle AIG Specialists will meet with classroom teachers and parents yearly to discuss and review identified student’s DEP’s. High school counselors will meet with identified students regarding performance and course selection on an annual basis.</p>

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.

<p style="text-align: center;">NC AIG Program Practices</p> <p style="text-align: center;">Standard 2</p>	<p style="text-align: center;">LEA Response</p>
<p>a) Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.</p>	<p>Rationale: Based on NC Article 9B, gifted students require differentiated services and learning opportunities based on their intellectual and academic abilities. Based on survey data, research, and focus group conversations, HCS recognizes the need to provide a range of services allowing for individual challenge that ensures growth.</p> <ul style="list-style-type: none"> -HCS will provide pull-out, push-in, and online opportunities and resources for AIG students in grades 4-5, according to criteria. A range of services is important to meet the needs of all gifted students. -For middle school students HCS will offer advanced classes, content acceleration, and online classes and resources to gifted students. -Specialists will meet often with classroom teachers through professional learning communities (PLCs) to collaborate on services. -HCS will offer Honors, Advanced Placement (AP) and International Baccalaureate (IB) opportunities in high school for students that meet criteria. -In grades 4-8, students of similar identification will be clustered together for service to provide opportunities for students to work together with students of similar needs and interests. -HCS will provide coaching support and instructional resources for classroom teachers to adapt the NCSCOS for AIG students. -Implement an updated classroom differentiation plan in which the AIG specialists and regular teachers meet twice a year to review differentiation practices for the gifted student in the regular classroom. These stakeholders will document the services that are being delivered. The purpose of this is to ensure that all stakeholders are meeting the students' needs as defined by the Differentiation Education Plan (DEP). (See Appendix) -HCS will provide opportunities for co-teaching with the AIG Specialist and classroom teachers. -District-wide staff development will be provided for teachers to meet the needs of gifted learners.

<p>b) Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.</p>	<p>Rationale: All AIG students do not learn at the same rate or in the same way. As a result, the curriculum must be enriched, extended, and accelerated to accommodate a wide range of ability levels. After analyzing student data across the district, specific service criteria is necessary to appropriately meet the needs of all gifted students.</p> <ul style="list-style-type: none"> -HCS will consider a variety of strategies for providing rigor, depth, complexity, sophistication, and abstractness for differentiating in the AIG and regular classroom. -Administrators and teachers will use cluster grouping strategies according to the students' data (ie..benchmarks, EVAAS, achievement, aptitude scores) -Specialists and teachers will utilize student interest to offer additional courses, enrichment activities, and/or independent projects. (ie...Science Olympiad, Math Olympiad, Duke Tip, Perennial Math, Battle of the Books, Energy Savings Program, Robotics, Beta club, Student Council) -Through collaboration with classroom teachers, specialists and teachers are able to extend, enrich and accelerate the NCSCOS and provide additional curricular resources to better meet students' needs. Accommodations for gifted learners in math and language arts may be met through AIG resource classes, flexible grouping, and/or curriculum compacting. Each elementary school has an AIG teacher assigned to the school to provide student services and assist classroom teacher with differentiation in the regular classroom. Elementary AIG teachers work collaboratively to design curricular units that are aligned with, but also extend and enrich, the North Carolina Standard Course of Study. The scope and sequence of these units are vertically aligned and are inclusive of research-based best practices. Careful consideration is given to the modification of content, process, products, and learning environment as they relate to differentiated gifted instruction. -There will be a licensed AIG teacher at the middle school to facilitate a rigorous curriculum through advanced classes and professional development for the teacher. This person will support the middle school teachers by working collaboratively with them through providing resources, team teaching, and/or facilitating model lessons.
<p>c) Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.</p>	<p>Rationale: Hickory City Schools should acquire research based strategies and resources that are created for a gifted student's learning needs. These materials help to strengthen teacher's lesson content and exposure to a variety of materials.</p>

	<p>Purchasing new and updated materials will provide students with more rigorous texts and provide teachers access to materials that foster higher order thinking skills.</p> <ul style="list-style-type: none"> -Duke Tip Digest -NCDPI: Standards of Learning -<i>How to teach Gifted Students in the Regular Classroom</i> by Winnebrenner <p><u>Suggested list of resources:</u></p> <ul style="list-style-type: none"> -AIG Wiki -Junior Great Books -William and Mary Center of Gifted Education -Wordly Wise & Word Trek for vocabulary -Superstars -Words their Way -Jacob's Ladder <ul style="list-style-type: none"> -Coordinator and/or specialists will attend local and regional AIG round table meetings for collaboration -AIG Specialists will attend NCAAGT and other professional conferences like NAGC when resources allow to gather materials and new research based resources to support gifted programming. -The AIG team will collaborate with curriculum coaches and instructional facilitators at the school level to develop curriculum strategies that support the needs of advanced learners. -AIG Specialists will provide regular classroom teachers with resources about differentiated lessons. They will also assist them in using other published resources, such as School Net to find rigorous lessons and materials. -HCS will provide teachers and specialists with AIG materials in the professional library. -Provide newsletters to staff on current AIG topics, trends and issues.
<p>d) Fosters the development of 21st century content and skills at an advanced level.</p>	<p>Rationale: In order to prepare students for top tier colleges and universities, teachers and specialists must provide 21st century learning opportunities at each students readiness level. HCS must ensure teachers and specialists are providing students the opportunity to reach their full academic potential. The goal of HCS is</p>

	<p>to make sure that all individuals are exposed to educational opportunities that are available.</p> <ul style="list-style-type: none"> -HCS will support the development of global awareness, civic and economic literacies, and health awareness, critical thinking and problem solving. Development of these skills will take place through communication, collaboration, applied information, media literacy, seminars , and opportunities to apply learning in real life contexts through problem-based learning. -The middle schools will provide curriculum acceleration through advanced classes and online programs. -The AIG team will analyze and evaluate current courses offered at the middle and high school level to ensure they provide rigor related to innovative, career, and technological skills. -Develop AP/IB Programs and ensure access to and success within other advanced courses and programs. Promote 21st century skills in the classroom – through partnerships with community organizations, by using the following: real world scenarios, community service projects, mentoring, job shadowing, and/or apprenticeships with local businesses. -AIG Specialists, classroom teachers, and counselors will share opportunities for enrichment with gifted students as well as students on the wait list such as: School of Science and Math, Governor's School, North Carolina Virtual Public High School (NCVPHS), Summer camps, scholarships, etc.
<p>e) Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.</p>	<p><u>Rationale:</u> Data must be used to design lessons to make sure students are appropriately challenged. Pre and post test data should be used so that students are moved deeper into concepts or accelerated through curriculum when they have reached mastery of the concept.</p> <ul style="list-style-type: none"> -The AIG team and classroom teachers will use research based tools and/or assessments such as local benchmarks, formative and informal assessments, EVAAS data, pre & post test on specific subjects. -AIG Specialists will use online programs to enhance student learning opportunities. -The AIG team will use on-going assessments and district set criteria to analyze student data for readiness, to allow for specific services. -The middle school AIG Specialist and classroom teachers will serve gifted students through advanced classes and cluster groupings.

	<p>-AIG Specialist will analyze data to direct student instruction, placement, and school-wide Professional Development.</p>
<p>f) Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.</p>	<p>Rationale: AIG students have a unique set of needs that require addressing through specific behavioral strategies and interventions.</p> <p>-The AIG team will establish strong connections with other departments (ie...counseling department or student services department) to become more aware of the social and emotional needs of AIG students and develop strategies to better meet those needs.</p> <p>-The specialists will collaborate with the regular classroom teachers to align units with topics that address and are relevant to the social and emotional needs of gifted learners.</p> <p>-The AIG team will consider special grouping at targeted grades or abilities to promote social and emotional well-being in gifted students.</p> <p>-HCS will provide a lending library for teachers with curriculum materials that highlight best practices for meeting the social and emotional needs of gifted students.</p> <p>-Specialists will provide newsletters and handouts to staff as well as parents on the social and emotional needs of gifted students.</p>
<p>g) Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.</p>	<p>Rationale: Research proves that nurturing is best practiced in grades K-3, as well as a strong means of reaching underrepresented populations. Some students in primary grades in HCS are currently working above grade level and are in need of an enriched curriculum or content acceleration.</p> <p>-The AIG team will develop criteria for the nurturing program to recognize students of high-potential in grades K-3.</p> <p>-The nurturing program will address the needs of students through fostering creativity, curiosity, critical thinking and access to advanced content.</p> <p>-A structure will be developed for observing all primary students prior to formal identification process into place.</p> <p>-There will be collaboration between AIG Specialists and classroom teachers to provide resources and support.</p>
<p>h) Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers,</p>	<p>Rationale: After analyzing surveys, research, and communications along with best practices, communication between all stakeholders, it is essential that teachers and specialists provide challenging and appropriate resources for gifted students.</p>

<p>other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.</p>	<ul style="list-style-type: none"> -Specialists will share research based strategies as well current trends and issues involving gifted education. -AIG specialists will attend PLCs with regular education teachers to assist in the planning of differentiated lessons and units. -Constant communication and collaboration among personnel throughout the school year to help meet the needs of advanced learners. -Provide professional development opportunities for regular education teachers. -Specialists will meet with classroom teachers at the beginning and end of the year to discuss their Differentiated Education Plan (DEP) which showcases modifications provided by all teachers.
<p>i) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.</p>	<p>Rationale: In effort to hold all parties accountable for the learning needs of gifted students, the DEP or IDEP is a means of communication and documentation of the individual’s learning needs.</p> <ul style="list-style-type: none"> -Every academically gifted student identified will have a DEP that documents the student’s learning environment and content modifications. There will be an annual review of the DEP with parents and teachers, as well as throughout the school year as needed. -The intellectually gifted student will receive an Individualized Differentiated Education Plan (IDEP). It will also be reviewed with classroom teachers throughout the year. -Parents, teachers, and specialists will keep a copy of the DEP/IDEP. -AIG Specialists will share lessons plans with administrators to ensure appropriate service delivery based on students’ DEPs.

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.

<p style="text-align: center;">NC AIG Program Practices</p> <p style="text-align: center;">Standard 3</p>	<p style="text-align: center;">LEA Response</p>
<p>a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.</p>	<p>HCS employs three AIG specialists that serve the district who collaborate with district level personnel as part of the AIG team . The team will meet monthly to develop an action plan to implement and monitor the AIG plan.</p>
<p>b) Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.</p>	<p>Rationale: Gifted students need to be served by trained staff to ensure proper differentiation and services.</p> <ul style="list-style-type: none"> -The AIG team will ensure specialists provide services and resources that address the academic, intellectual, social, and emotional needs of AIG students. -Specialists will directly provide services and resources to students. -Specialist’s time will be allotted for each school based on the number of current identified AIG students. - The team will indirectly support students by providing services and resources to families, and other school and district wide instructional staff. -HCS will provide opportunities for AIG Specialists (or staff) to develop leadership capacity and systematic improved programming efforts. -The AIG team will review current professional articles and books to engage with other AIG specialists and instructional staff to continue learning about gifted learners. -Specialists will continue to meet with counselors at all levels to educate them on the social and emotional needs of the gifted learner.

<p>c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.</p>	<p>Rationale: Because the district has a small percentage of AIG certified teachers, it is necessary to provide updated gifted professional development to all stakeholders. After analyzing test data and surveys, individual growth is not occurring with our gifted students. The challenge of the AIG team is to ensure students are well prepared for the rigor and challenge of top-tier colleges and universities. In order to successfully meet this challenge, it is critical to have teachers trained in how to teach this level of rigor necessary.</p> <ul style="list-style-type: none"> -The AIG Specialists will participate actively in professional development opportunities, including statewide initiatives to support gifted programs and advanced learners. -The AIG team will provide targeted professional development modules, in a variety of formats for each of the various stakeholder groups, to help all personnel understand the needs of gifted learners and the local AIG program. This training may be adapted to the specific role of the stakeholder. -HCS will ensure that direct AIG program services of identified AIG students are provided by AIG-licensed staff. -HCS will provide resources and tools for all stakeholders to support the needs of AIG students. -HCS will utilize AIG Specialists to lead the professional development sessions. -HCS will utilize AIG/Curriculum funds to provide professional development from experts in the field to receive local AIG certification. -It is the district’s expectation for teachers and administrators of advanced learners to work towards becoming certified or meet the district’s professional development standards within the next three years. -HCS will continue to partner with other districts to offer staff development. -The AIG Director and specialists will analyze our district’s AIG state allocations to look for creative ways to fund the gifted program.
<p>d) Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA’s professional</p>	<p>Rationale: Because our district has a very small percentage of AIG certified teachers, we will work to ensure general education teachers are adequately trained to work with gifted students.</p> <ul style="list-style-type: none"> -Research shows that AIG students benefit from being grouped with other AIG students for optimal growth to occur.

<p>development requirements for that position.</p>	<ul style="list-style-type: none"> -Administrators will schedule AIG students with general education teachers who have appropriate AIG credentials. -The AIG specialist at each school will partner with school-based administrators to ensure effective AIG student placement. -Students will be clustered with other AIG students in groups of 4-8. These students will be in a class with AIG locally certified gifted education teachers or with those who have met the requirements of the AIG plan. -AIG Specialist will use a system of placement criteria to monitor regular classroom placement of AIG students.
<p>e) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.</p>	<p>Rationale: Hickory City schools is implementing different district initiatives; therefore, the district must align the PD efforts with these initiatives.</p> <ul style="list-style-type: none"> -Teachers, specialists, and instructional support staff will work collaboratively to integrate best practices for gifted learners across PD settings and topics. -AIG staff will research a local certification program that covers a variety of topics such as Characteristics of Gifted Learners, Methods and Models for Gifted Instruction and social and emotional needs of gifted learners – using current research and models. -The AIG team will consider ways to share resources when designing and delivering PD; include finding ways to collaborate with neighboring school districts, partner across a region, and/or utilize “Booster Shots” and other resources available on DPI AIG wiki site. -The AIG team will promote opportunities for PD outside of the district to support best practices and state/national standards.
<p>f) Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.</p>	<p>Rationale: In order to provide adequate opportunities for collaboration, AIG specialists need a flexible schedule to be able to plan with other specialists and classroom teachers across the district so that they meet the needs of AIG students.</p> <ul style="list-style-type: none"> -Specialists will collaborate with regular classroom teachers during PLC’s to support gifted learners. -Specialists will use technology to share new ideas and grade appropriate resources and materials.

STANDARD 4: Comprehensive Programming within 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.

<p>a) Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.</p>	<p>Rationale: Article 9B states "Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program." Gifted learners require instruction that meets their needs in all classes throughout the entire school day.</p> <p>-HCS will use a system for data analysis to determine the best method of service delivery that will meet the needs of AIG students throughout the district.</p> <p>-Create a systematic way to ensure all aspects of student development (academic, intellectual, social, and emotional needs) are addressed within each grade level, classroom environment, and setting.</p> <p>Hickory City Schools will:</p> <ul style="list-style-type: none"> ● Provide all teachers, specialists, and school counselors with access to information on student DEPs. ● Provide services and offerings for students that focus on the development of interests and special talents of students. ● Provide services for students that encourage the development of critical thinking, problem solving, and other 21st century skills. <p>-AIG Specialists and administrators will work to shift the mindset from offering a gifted program to offering programming for gifted learners to provide a full continuum of services.</p>
<p>b) Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.</p>	<p>Rationale: HCS will ensure that students receive individualized instruction based on their academic and intellectual strengths. AIG Specialists, collaborating with classroom teachers, administrators, ELL teachers, parents, and EC teachers, will ensure all subgroups of students are being addressed.</p> <p>-AIG Specialists will develop DEPs to show how programming and services for Academically Gifted (Reading, Math, or both areas), Intellectually Gifted services, and other areas, such as science, social studies, etc., align with students' demonstrated needs.</p> <p>-The AIG team will establish a method to ensure all schools in the system have access to all resources, programs, and services.</p> <p>-Collaborate within the LEA to ensure programs are aligned and resources are available.</p>

<p>c) Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.</p>	<p>Rationale: To successfully enrich all AIG students it is imperative that the AIG specialist and regular classroom teacher are collaborating to enrich the curriculum in the regular education classroom. This collaboration allows for both the regular classroom teacher and specialist to go more indepth in the content or accelerate content.</p> <ul style="list-style-type: none"> -Specialists, teachers, and administrators will communicate and collaborate with instructional departments to ensure AIG services are integrated within the regular classroom. -Specialists will work with administrative teams to make sure the needs of gifted learners are addressed at all levels. -The AIG Team will ensure that AIG Specialist are represented during leadership team, curriculum, policy and finance. -The AIG team will review all local Board of Education policies that relate to AIG to ensure those policies are effective and based on current best practice; make recommendations for new policy as needed. -Specialists will align gifted curriculum resources with the LEA instructional practices. They will look for opportunities to partner AIG program with other existing LEA programs.
<p>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.</p>	<p>Rationale: Partnerships are established when the teachers, administrators, and support staff are knowledgeable about all the components of the AIG program. The partnership can better support AIG students and their parents.</p> <ul style="list-style-type: none"> -HCS will integrate program standards, legislation and regulations around gifted programs into locally offered PD, administrative meetings, and site team meetings. -A copy of the AIG plan can be found in each school, on the Hickory City School Website, and at the administration building. -AIG specialists will communicate the practices and services of AIG program to all personnel. -Specialists will participate in PLCs to share information regarding the AIG plan as well as instructional strategies. They will also discuss instructional services and programs for gifted learners during grade level, team, and on site staff meetings. -Specialists will meet with regular education teachers about students on the waitlist to discuss academic and social/emotional growth.

	<ul style="list-style-type: none"> -Specialists will develop and use a common powerpoint (or other presentation) when sharing about AIG programs and services with all schools. -The AIG team will use the district and school websites to disseminate information about the local AIG program.
<p>e) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p>	<p>Rationale: Cooperation and communication among teachers, specialists, counselors, and administration at key transition points is critical for effective and consistent delivery of AIG services.</p> <ul style="list-style-type: none"> -Specialists will provide yearly notification of services to teachers and schools. Invite “receiving” teachers to “feeder” grade levels/schools to review program and student goals and services at next level. - Specialists will provide transition visits from feeder schools to the middle school and high school level where changes in services are discussed. -Specialists will offer quarterly site team meetings to discuss services within the school. -At transition points, specialists will develop a system of sharing student data regarding student eligibility, screening and identification, transitions and special concerns between schools to ensure effective continuation of services. -Develop rigorous middle school programming and programs to prepare students for increased levels of challenge. -Specialists will conduct transition meetings between grade spans to develop student DEP’s; include school counselors, administrators, AIG Specialists, and regular education teachers.
<p>f) Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.</p>	<p>Rationale: Often, it is assumed that gifted students never have any issues; however, this is often not the case. Being gifted causes its own set of social and emotional issues. Counselors, teachers, and specialists must work together to ensure that all gifted students understand their talents as well as how to cope with these social and emotional issues so that they can be successful.</p> <ul style="list-style-type: none"> -Specialists plan to work with counselors to develop clear programming options to support the social and emotional needs of gifted learners. -HCS will establish an AIG support team within the system/school. Establish DEP meetings at the school level, inviting key stakeholders (teachers, counselors, elective area teachers, instructional support staff, and administrators) to focus on the holistic needs of gifted learners.

	<p>-The AIG team will utilize existing district level meetings with other departments, to problem solve issues around supporting the holistic development of gifted learners. These departments might include the Curriculum & Instruction team, Student Services Team, or Exceptional Children’s Department.</p> <p>-The AIG team will also utilize existing collaborative team structures, like PLCs, to share tools and resources that support the social/emotional development of AIG students, with teachers and other staff.</p>
<p>g) Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.</p>	<p>Rationale: Not all AIG students have the same needs. Because of all students are different, Hickory City Schools will implement an array of opportunities to meet the needs of the gifted student individually.</p> <p>-Specialists will:</p> <ul style="list-style-type: none"> ● research and acquire guidance tools to facilitate discussion and decisions about acceleration. This tool will provide exclusionary indicators of the appropriateness of acceleration as an educational option for students. ● match services and programs provided with demonstrated student needs. ● provide resources and support for administrators, teachers, and families to better understand acceleration options and make informed acceleration/ placement decisions. ● develop clear guidelines surrounding types of acceleration, to ensure consistency of practice across the LEA. ● create an IDEP based on student needs to support acceleration. ● ensure opportunities for outside learning, mentoring/shadowing or one on one time with a specialist. ● create and share opportunities for distance learning off grade level.
<p>h) Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.</p>	<p>Rationale: It is necessary for the AIG Department to provide programs, services, and classroom support to develop and discover potential in all students. At times there may be barriers, such as language, economic situations, and other exceptionalities, that keep gifted students from demonstrating academic or intellectual abilities.</p> <p>-HCS acknowledges it is necessary to differentiate the curriculum to meet the needs of varied levels of learning within the service options.</p> <p>-HCS and AIG Specialists will provide PD on recognizing and providing services that respond to the traditionally underrepresented populations.</p>

	<ul style="list-style-type: none"> -The AIG Team will communicate service options to English Language Learners, Exceptional Children’s teachers, Title 1 and other teachers who have a specialized student focus and partner with these teachers for effective programming and efforts. -The AIG team will create opportunities for teachers and students of underrepresented populations to discuss service options outside of traditional services. -The AIG team will create an IDEP based on student service needs, when warranted. -AIG Specialists will consider mentorships, job shadowing, curriculum compacting for interest based exploration, and other services to respond to the needs of the students. -The AIG Team will focus on early K-3 programs to cultivate the potential of and address the needs of underrepresented populations.
<p>i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.</p>	<p>Rationale: AIG students have needs and interests that must be addressed outside the classroom setting.</p> <ul style="list-style-type: none"> -The AIG department will develop a resource guide for extracurricular programs within the district, community, and/or state, and communicate with parents, teachers and students about these opportunities. -Specialists will incorporate descriptions, timelines, and other pertinent information in communication. Nurture academic and intellectual activities that are of interest or need to enhance the services for AIG students. -The district will provide service projects and/or clubs across all grade spans. -Specialists and regular classroom teachers will provide opportunities for students to demonstrate some of the interests explored during the school year.
<p>j) Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.</p>	<p>Rationale: Susan Winebrenner’s research shows that AIG students work best with their intellectual peers. Because of this, it is important that specialists, teachers, and administrators use flexible grouping practices to ensure the individual’s needs are met.</p> <ul style="list-style-type: none"> -Specialists will monitor a variety of existing local and statewide assessment data to determine effectiveness of current grouping practices.

-Specialists will provide professional development for administrators and teachers (including regular education and AIG Specialists) and counselors to understand the following:

- Importance of data analysis
- Various grouping practices will allow for more growth of gifted students students.
- Share instructional strategies that are effective with groups of advanced learners
- Consider the growth of all students during collaborative planning conversations with teachers, instructional support staff (including AIG Specialists) and administrators.
- Group students flexibly based on a variety of factors, such as readiness, interest, and learner profile.

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.

<p style="text-align: center;">NC AIG Program Practices</p> <p style="text-align: center;">Standard 5</p>	<p style="text-align: center;">LEA Response</p>
<p>a) Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:</p> <ul style="list-style-type: none"> ● academic and intellectual ● social and emotional 	<p>Rationale: Partnering with the community, opens doors for future opportunities Intentional and meaningful support to met the academic, intellectual and emotional needs of our AIG students.</p> <p>-HCS will continue to have a partnership with local colleges. This will include offering camps and competitions for gifted learners, provide staff for local events held within the district, and field trips to the colleges. AIG specialists will also ensure that students on the watch list receive this information.</p> <p>-HCS will continue to have a partnership with the Science Center and other local businesses that can support programming options and services for gifted learners.</p> <p>-HCS will utilize community partners as guest speakers to address current issues/concerns regarding gifted learners, or speak about an interest or area of passion of gifted learners.</p> <p>-HCS will support family involvement with community events and enrichment activities to increase partnerships with families and engage AIG students.</p> <p>-The AIG team will continue to share brochures and flyers with parents and staff about community events and programs that are designed for gifted children.</p>
<p>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.</p>	<p>Rationale: It is our goal to keep everyone informed of the AIG program, plan, and policies to ensure accountability occurs at all levels. It is imperative that HCS advocates for our AIG population of students.</p> <p>-AIG specialists will ensure that families are aware of the location of the district AIG plan; it will be available on district, website, as well as at each school and the administrative building.</p>

	<ul style="list-style-type: none"> -Specialists will keep parents, staff, students and stakeholders informed via emails, newsletters, school and district web pages, bulletin boards of the gifted program for our district. -Inform stakeholders through brochures, pamphlets, fliers, newsletters, and/or an AIG Handbook for Parents, which outlines information regarding the plan and policies related to gifted students. -Utilize local newspaper as well as media outlets when appropriate to “share the good news” about student accomplishments to improve perception and community relations. -Specialists will meet with school personnel to provide information on the AIG program and referral process. -Present AIG information to the Board of Education and at Principals’ meetings.
<p>c) Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.</p>	<p>Rationale: HCS has an AIG Advisory Board in place to analyze survey data, review program standards and provide support and feedback to the AIG program.</p> <ul style="list-style-type: none"> -The AIG team will continue to meet and keep informed of stakeholders who are representative of the district’s populations. The Advisory Board includes: Community members, AIG parents and families, AIG teachers and other instructional and support staff. -The AIG team will utilize the advisory group to assist with developing the local AIG program and plan, and then monitoring the implementation and effectiveness of the AIG program and plan. -The Advisory Board will work collaboratively with the school district to monitor the AIG program.
<p>d) Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.</p>	<p>Rationale: It is our goal to keep all stakeholders updated on AIG policies and the AIG program. HCS wants to be able to reach out to all nationalities by providing information in various languages.</p> <ul style="list-style-type: none"> -Specialist will inform parents, staff and students of community opportunities through emails, newsletters, posted on bulletin boards as well as listed on websites. -These events may be at but not limited to local colleges, science center, library and schools. -Information will be translated into students’/families’ native language.

e) Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

Rationale: It is our goal to expose gifted students to all future opportunities locally and nationally, that would allow students to develop their gifts through academics and the arts.

-The AIG Specialists will continue our partnership with local colleges, universities and local businesses. This could include but not limited to field trips, camps, guest speakers, intern/mentorships, service learning, etc...

-Specialists will contact these resources for support during district activities.

-The AIG team will reach out to other local business to partner with the gifted program for activities and service projects.

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.

<p align="center">NC AIG Program Practices</p> <p align="center">Standard 6</p>	<p align="center">LEA Response</p>
<p>a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the LEA’s school board and sent to SBE/DPI for review and comment.</p>	<p>Rationale: To ensure that HCS is educating AIG learners, a local plan will be developed that follows state legislation.</p> <p>-Hickory City Schools has and will continue to develop a written AIG plan describing the AIG program in accordance with state legislation.</p> <p>-HCS will follow the guidelines set forth by state legislation, Article 9B, as well as best practices in gifted education.</p> <p>-HCS’ plan will be submitted to the Local Board of Education in June, 2016 and once approved will be submitted to the Department of Public Instruction by July 15, 2016.</p>
<p>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.</p>	<p>Rationale: HCS will monitor the implementation of the AIG Plan to ensure fidelity of the program.</p> <p>-Hickory City Schools will continue to follow the program accountability guidelines set forth by the state legislation, Department of Public Instruction and the Local School Board Policies.</p> <p>-The EC Director, building administrators, and AIG Specialists will monitor the implementation of the AIG plan to evaluate the progress and success of the program practices</p> <p>-Building and central office staff will conduct classroom walkthroughs and observations to ensure that differentiated, challenging, and rigorous instruction is taking place.</p> <p>-District and School-based AIG staff will monitor AIG identification and placement procedures by conducting random audits of student files and profile forms.</p>

<p>c) Uses and monitors state funds allotted for the local AIG program according to state policy.</p>	<p>Rationale: HCS will utilize state funding appropriately to support the local AIG program according to state directives.</p> <p>-Specialists and district directors will have input on managing the state allotment for AIG funding in our district to ensure that funds are appropriately expended.</p> <p>-The AIG team will seek opportunities for grants and additional funding streams to enhance programming.</p>
<p>d) Maintains, analyzes, and shares student achievement, student growth, and annual dropout data for AIG students.</p>	<p>Rationale: Data for AIG students will be analyzed for students' growth and achievement to ensure the validity of the AIG program.</p> <p>-Hickory City Schools</p> <ul style="list-style-type: none"> ● uses data to evaluate student growth and performance to ensure that all students are appropriately challenged. ● analyze, and share information to stakeholders as it relates to student performance and our progress toward graduation.
<p>e) Monitors the representation, performance, and retention of underrepresented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.</p>	<p>Rationale: Currently, the district utilizes older testing materials. Purchasing a variety of updated assessments would ensure reaching the underrepresented populations.</p> <p>-Hickory City Schools will purchase testing materials to ensure that underrepresented populations are receiving tests that showcase their abilities. The AIG Specialists will use measures such as Toni Nonverbal Intelligence Test, Iowa Acceleration Scale, Slocumb Payne Teacher Survey, Woodcock Johnson Ability Test, and the Gifted Rating Scale for teachers.</p> <p>-Specialists will work with ESL Department of the local school system to identify English Language Learners.</p> <p>-Specialists will work with special education teachers to identify students who may have dual exceptionalities and offer accommodations to ensure them successful learning experiences.</p> <p>-The AIG team will offer accelerated services such as grade and/or content acceleration, AP Coursework, Credit by Demonstrated Mastery, etc. for highly gifted students.</p> <p>AIG specialists will encourage students to participate in extra-curricular opportunities that support academic excellence such as Battle of the Books, Math Counts, Governor's School, Science Olympiad, Talent Identification Program (TIP), etc.</p>
<p>f) Maintains current data regarding the credentials of</p>	<p>Rationale: In order to serve AIG students appropriately, HCS must employ personnel who have had formal training in gifted education.</p>

<p>personnel serving AIG students.</p>	<p>-In order to ensure we have appropriately licensed teachers serving AIG students, Hickory City School Personnel Department along with the Curriculum and Instruction Department maintains documentation for personnel that work with AIG students.</p>
<p>g) Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.</p>	<p>Rationale: HCS welcomes all feedback to utilize for recommendations and commendations for the effectiveness of the local AIG program.</p> <p>-Hickory City Schools meets with AIG stakeholders annually. The purpose of this group is to solicit feedback and discuss issues as they relate to gifted education. This group includes the following people:</p> <ul style="list-style-type: none"> ● EC/AIG director ● AIG Specialists-- elementary and middle ● Teachers ● Principals ● Parents ● Community Members <p>-Hickory City School surveys students, teachers, and parents to provide the opportunity to share feedback about the program.</p> <p>-Hickory City Schools hosts district wide meetings for AIG parents to learn about gifted traits, trends in gifted education across the state, and the local AIG program.</p>

<p>h) Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.</p>	<p>Rationale: The AIG plan is a “living, breathing” document that should be reviewed using various types of data to evaluate the comprehensive program.</p> <p>-Hickory City Schools will use data to review and revise the local AIG program and Plan. This data includes:</p> <ul style="list-style-type: none"> ● Annual parent/teacher/student surveys ● Annual stakeholder meetings ● Disaggregated EOG and EOC scores ● EVAAS predictor data ● AP/IB enrollment and scores ● Individual Student Records
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<p>i) Disseminates all data from evaluation of the local AIG program to the public.</p>	<p>Rationale: The AIG department recognizes the need to disseminate program evaluation data to the general public.</p> <p>-The AIG team will share all program evaluation data with the following groups:</p> <ul style="list-style-type: none"> ● Stakeholders ● Principals ● District Personnel ● School Staff working with AIG students ● Local Board of Education
<p>j) Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.</p>	<p>Rationale: HCS AIG program has policies in place to protect all AIG students as well as a process to communicate these policies with stakeholders. It is necessary that these processes are followed accurately in order to ensure confidentiality of student records.</p> <p>-Due process is a guaranteed state and district requirement. Hickory City Schools will abide by state laws and guidelines to ensure that the rights of AIG students are protected through Hickory City School's policies and procedures.</p> <p>-While Hickory City Schools hopes to resolve any concerns or disagreements regarding AIG identification and program services at the local level, clearly established procedures are in place for a parent/student following the event that an agreement cannot be reached.</p> <p>-Due process procedures can be found in the AIG Parent Handbook. These procedures are also available in the local schools, and posted on the website as a procedural reference document.</p> <p>-The following four steps are clearly defined in the Hickory City Schools Due process procedures stand-alone document and in the due process procedures section of the AIG parent handbook:</p> <ul style="list-style-type: none"> ● 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

Sources of Evidence:

http://www.hickoryschools.net/departments/curriculum_and_instruction/e_c_a_i_g_and_preschool/academically_intellectually_gifted_aig_

Appendix:

[Profile Sheet](#)

[K-2 Form](#)

[Differentiated Education Plan Elementary](#)

[Differentiated Education Plan Middle Grades](#)

[AIG Service Options](#)

