

Overview: Mission/Vision Statement and Funding

Hickory City Schools (181) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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Hickory City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Hickory City Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Vision:

By connecting with and engaging each member of the learning community, Hickory Public Schools will ensure a high-quality and rigorous education for all students preparing them to become responsible, productive citizens of the 21st

century.

Mission:

The mission of Hickory Public Schools is to develop within each learner the skills to be a responsible citizen and have a lifelong love of learning. This commitment requires the active involvement of learners, parents, staff, and the community by increasing public knowledge about the nature and needs of the academically and/or intellectually gifted, supporting personnel preparation and professional growth among those working with gifted students, and utilizing "best practices" revealed in current research and increase the relevancy these practices to guide implementation of the gifted program.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 226,558.00	* \$ 0.00	* \$ 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**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Screening:

- In grades K-3, students are screened using iReady and mClass data. Teacher referrals will also be considered.
- All students will be screened in 4th Grade with the Cognitive Abilities Test (CogAT) in the fall. All CogAT scores will be reviewed by AIG Specialists.
- In grades 5-8, students are screened using EOG(End of Grade) data, iReady data, and Check In data. Teacher referrals will also be considered.
- In grades 9-12, students are screened using EOG / EOC data and PSAT, SAT, and ACT data. Teacher referrals will also be considered.

Referral:

- Students that are screened and meet identification criteria will be referred for placement.
- The referral process includes the gifted specialists analyzing student data to determine who meets the identification criteria or if students need further testing.
- Students who have a composite or subtest score of 90% or above on CogAT will move through the referral process to be considered for additional testing if needed. Parents/Guardians will be notified and asked for permission to give further testing for AIG identification.
- Students with an EOG score of a Level 5 and overall yearly "A" average will be considered for the referral process.
- If a student transfers into the district during the 4th grade or later and hasn't been given an aptitude test, that student can be given the CogAT or a nationally normed aptitude test.

On-Going Screening/ Referral

- Students who do not meet the criteria but are close will be placed on a "watch and wait" list.
- Teachers can request screening by filling out a referral form if they observe AIG characteristics in a student.
- Elementary and Middle School teachers will be trained at the beginning of each year on the process for screening and identification of students.

Communication of Screening Procedures:

- Identification criteria will be placed on the district website.
- Translate placement information into the 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.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

AIG Identification: Grades K-3

- Administrators and teachers may request testing for AIG identification after the AIG Leadership Team has reviewed student data.
- Universal screeners can include K-2 Assessments, mClass, iReady, Check Ins, BOG, etc. Scores must be at least 2 grade levels above when applicable or at least 95th percentile when applicable.
- Universal screeners will be used to determine if additional testing is needed for identification. If students meet the above criteria, then they will move forward through the identification process.

IG Identification Pathway:

- 98th percentile on TONI (Test of Nonverbal Intelligence)
- 98th percentile on KTEA (Kaufman Test of Educational Achievement)
- Teacher survey

AR Identification Pathway:

- 98th percentile on a nationally normed test in reading
- 98th percentile on local reading assessment
- Teacher survey

AM Identification Pathway:

- 98th percentile on a nationally normed test in mathematics
- 98th percentile on local mathematics assessment
- Teacher survey

AG Identification Pathway:

- 98th percentile on nationally normed test in reading and mathematics
- 98th percentile on local reading and mathematics assessment
- Teacher survey

Other info:

- Parents can contact their child's principal and / or teacher to begin dialogue about possible identification.
- Hickory City Schools will also review individual psychological testing from licensed psychological practitioners. This additional testing is the financial responsibility of the family.
- 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.

AIG Identification: Grades 4 - 5

- In the fall of each year, the district will administer a universal screening instrument, Cognitive Abilities Test (CogAT), to all 4th graders which will be used in the identification process.
- There are two pathways for gifted identification placement:

Pathway 1:

- Intellectually Gifted (**IG**)-full scale composite score of 96th percentile or above on a nationally normed aptitude test
- Academically Intellectual (**AI**)-Full scale composite score of 96th percentile or above on a nationally normed aptitude test AND EOG scores of 96th percentile or above in reading and math.

Pathway 2:

Academically Gifted in Reading and Math (**AG**)

-Must meet both of the following criteria:

- 92nd percentile or higher composite score on any nationally normed aptitude test
- Level 5 on EOG's in reading and math

AND

Must meet one of the following criteria:

- Yearly average of A in Reading / English Language Arts class and Math class
- Meets gifted criteria on a teacher observation checklist

Academically Gifted in Math (AM)

-Must meet both of the following criteria:

- 92nd percentile or higher composite score or quantitative / non-verbal subtest on any nationally normed aptitude test
- Level 5 on EOG's in math

AND

- Must meet one of the following criteria:
- Yearly average of A in Math class
- Meets gifted criteria on a teacher observation checklist

Academically Gifted in Reading (AR)

-Must meet both of the following criteria:

- 92nd percentile or higher composite score or verbal subtest on any nationally normed aptitude test
- Level 5 on EOG's in reading

AND

- Must meet one of the following criteria:
- Yearly average of A in Reading / English Language Arts class
- Meets gifted criteria on a teacher observation checklist

Additional Information:

- Hickory City Schools will also review individual psychological testing from licensed psychological practitioners. This additional testing is the financial responsibility of the family.

- 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.
- Students who do not meet the criteria but are close will be placed on a “watch and wait” list.
- Throughout the year, AIG Specialists will use state and local data to determine individual needs for student services of both identified and non-identified students.
- Students not meeting the AIG placement criteria will still receive flexible grouping within the regular classroom based on individual abilities.

AIG Identification: Grades 6-8

-Student data will be reviewed annually for placement using previous aptitude scores and current achievement data.

Pathway 1:

- **Intellectually Gifted (IG)**-full scale composite score of **96th** percentile or above on a nationally normed aptitude test
- **Academically Intellectual (AI)**-Full scale composite score of **96th** percentile or above on a nationally normed aptitude test **AND** EOG scores of **96th** percentile or above in reading and math.

Pathway 2:

Academically Gifted in Reading and Math (AG)

-Must meet at least 2 of the 3 following criteria:

- 92nd percentile or higher composite score on any nationally normed aptitude test
- At least 2 grade levels above on Beginning of Year (BOY) iReady Reading AND Math assessments
- Level 5 on EOG’s in reading and math

AND

Must meet one of the following criteria:

- Yearly average of A in Reading / English Language Arts class and Math class
- Meets gifted criteria on a teacher observation checklist.

Academically Gifted in Math (AM)

-Must meet at least 2 of the 3 following criteria:

92nd percentile or higher composite score or quantitative / non-verbal subtest on any nationally normed aptitude test

At least 2 grade levels above on Beginning of Year (BOY) iReady Math assessment

Level 5 on EOG’s in math

AND

Must meet one of the following criteria:

- Yearly average of A in Math class
- Meets gifted criteria on a teacher observation checklist

Academically Gifted in Reading (AR)

-Must meet at least 2 of the 3 following criteria:

- 92nd percentile or higher composite score or verbal subtest on any nationally normed aptitude test

- At least 2 grade levels above on Beginning of Year (BOY) Reading assessment
- Level 5 on EOG's in reading

AND

Must meet one of the following criteria:

- Yearly average of A in Reading / English Language Arts class
- Meets gifted criteria on a teacher observation checklist

- Hickory City Schools will also review individual psychological testing from licensed psychological practitioners. This additional testing is the financial responsibility of the family.
- 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.
- Students who do not meet the criteria but are close will be placed on a "watch and wait" list.
- Throughout the year, AIG Specialists will use state and local data to determine individual needs for student services of both identified and non-identified students.
- Students not meeting the AIG placement criteria will still receive flexible grouping within the regular classroom based on individual abilities.

AIG Identification: Grades 9 - 12

- Administrators and teachers may request testing for AIG identification; AIG Leadership Team will review student data.

Pathway 1:

- **Intellectually Gifted (IG)**-full scale composite score of **96th** percentile or above on a nationally normed aptitude test.
- **Academically Intellectual (AI)**-Full scale composite score of **96th** percentile or above on a nationally normed aptitude test **AND** EOC scores or PSAT, SAT, or ACT scores of **96th** percentile or above in reading and math.

Pathway 2:

Academically Gifted in Reading and Math (AG)

-Must meet both of the following criteria:

- A composite score of 96th percentile accepted for PSAT, SAT, or ACT
- Level 5 on EOC (English II AND Math 1 or Math 3)

AND

-Must meet one of the following criteria:

- Yearly average of A in Reading / English Language Arts class and Math class
- Meets gifted criteria on a teacher observation checklist

Academically Gifted in Math (AM)

-Must meet both of the following criteria:

- A composite Math subtest score of 96th percentile accepted for PSAT, SAT, or ACT
- Level 5 on EOC (Math 1 or Math 3)

AND

-Must meet one of the following criteria:

- Yearly average of A in Math class
- Meets gifted criteria on a teacher observation checklist

Academically Gifted in Reading (AR)

-Must meet both of the following criteria:

- A composite Reading subtest score of 96th percentile accepted for PSAT, SAT, or ACT
- Level 5 on EOC (English II)

AND

-Must meet one of the following criteria:

- Yearly average of A in English class
- Meets gifted criteria on a teacher observation checklist

- Parents can contact their child's principal and / or teacher to begin dialogue about possible identification.
- 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.

Early Kindergarten Admission Criteria:

- To be considered for early entry to Kindergarten, the following criteria must be met:
- Aptitude Test Scores of 98th percentile
- Teacher/Specialist interview
- Two letters of recommendation from a child care worker, teacher, pediatrician, or another professional with direct knowledge of the child documenting the child's physical and social maturity.
- If these criteria are met, school administrators will request an interview with the child and parent, using additional school data. The principal decision is final.
- Testing must be completed by a licensed psychologist and is the financial responsibility of the parent.

K-2 Talent Development Criteria (pullout services or enrichment):

- mClass results (or current reading assessment utilized by the district) must be at the 98th percentile
- State and local K-2 assessment results must be above grade level

K-2 Grade Acceleration Criteria:

- 98th percentile on Standardized Achievement Test
- 98th percentile on mClass benchmark
- Teacher Recommendation
- AIG Specialist Observation and Recommendation
- Principal Recommendation
- Parent/Guardian Support

3rd Grade Talent Development Criteria:

- mClass results are 2 grade levels above
- iReady Reading and / or Math results must be above grade level
- Level 5 on BOG
- Other Guiding Data: state and local assessments, teacher recommendations

3-5 Grade Acceleration Criteria:

- Must meet the following:
 1. 98th percentile or above on Reading and Math EOG OR 2 grade levels above on iReady Reading and iReady Math Diagnostic Assessments
 2. 98th percentile or above on a nationally normed aptitude test
 3. 98th percentile on BOG
 4. AIG Specialist Observation and Recommendation
 5. Principal recommendation
 6. Parent support

Content Acceleration for Middle Grades Subjects

- Will include a review of:

- Current and previous EOG scores (96th percentile or higher)
- EVAAS prediction data
- Classroom performance
- Local testing data (can include use of local norms)
- Assessment of next grade level standards
- Principal review

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*** Practice C**

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

- Specialists can 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.
- AIG Specialists will analyze testing data to identify students who meet criteria in Hickory City Schools.
- Teachers will use the referral process (including data from mClass, State Check-Ins, iReady data, etc) for recommending students to be screened for potential AIG identification.
- AIG Specialists will monitor and analyze a variety of data to ensure populations of students that are culturally/ethnically diverse, economically disadvantaged, English Learners (EL's), highly gifted, and twice-exceptional are assessed for potential AIG placement and advanced learning opportunities to foster strengths through appropriate services.
- Specialists will partner with the Exceptional Children's Department and English as Second Language teachers at each school to best recognize and serve traditionally underrepresented populations for AIG placement and advanced learning opportunities.
- All IEP, 504, and LEP modifications will be provided in order to ensure equity for underrepresented populations in the identification process.
- AIG Specialists have recognized the underrepresented population subgroups and strive to provide equity in identification.

*** Practice D**

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

- The AIG Specialist assigned to the school should be responsible for completing identification placement through the use of the criteria.
- Students will be given a universal screener (CogAT) in 4th grade. AIG Specialists will review the results and refer students for further testing if needed for identification or advanced learning opportunities.
- The AIG Coordinator and Specialists will meet as a committee to review all district data and determine placement in the AIG program.
- AIG Specialists will meet at the school level to discuss students being referred for placement.
- Teachers can submit AIG referral for screening directly to the AIG specialist assigned to their current school for processing.
- School-based AIG team will review new students placed in the program to monitor the identification process.
- AIG specialists will provide training modules for all certified staff members for consistency in referrals across the district.
- AIG specialists offer Professional Development addressing the screening and identification process at annual Curriculum Conference.

- AIG specialists continually gather and review multiple data sources for enrichment and advanced learning opportunities.

*** Practice E**

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

- All AIG screening, referral and identification processes will be posted on the district website, AIG Specialists individual websites, as well as maintain a copy of the AIG Plan at each school.
- Translations of documents in various languages will be made available as needed.
- Distribution of placement information is provided to stakeholders as needed. All information is available digitally on district websites.
- A standard presentation is utilized annually to provide information about screening, identification, and service options to teachers and stakeholders.
- AIG newsletters are provided annually to stakeholders throughout the year with various information related to the AIG program.
- Digital AIG resources are made available for parents and stakeholders on the AIG Specialist's website.
- AIG Specialists will continue a collaborative dialogue with various stakeholder groups such as EL teachers, EC teachers, and classroom teachers to discuss various student needs for the AIG program.
- AIG Specialists have ongoing opportunities for equitable screening, referrals, and identification practices within the MTSS framework.

*** Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

- Hickory City Schools will use the AIG Placement Sheet that is consistent across the LEA and clearly communicates a student's AIG identification procedures and the outcomes for students. This information will be located in the student's DEP folder and PowerSchool.
- The student's DEP folder will follow the student at all grade level transitions. The DEP folders are stored in a secure location within the building and electronically in PowerSchool.
- AIG Specialists 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(s) and a copy will be provided for families.
- AIG Specialists will provide a detailed report and explanation of aptitude scores and placement criteria. Parents / guardians will sign DEP as identification evidence. DEP documents are reviewed annually with families. Parents / guardians can request a conference at any time to discuss information and any questions.
- Elementary and Middle AIG Specialists will meet with classroom teachers and parents yearly to discuss and review identified student's DEP's.
- High school DEPs will be located in PowerSchool. High school counselors will meet with identified students regarding performance and course selection on an annual basis.

*** Ideas for Strengthening the Standard**

Practice A: 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 need clearly defined identification, referral and identification procedures which are communicated to personnel, parents/families, and the community at-large.

Practice B: The district uses multiple criteria for identification of an AIG student. In order to accurately identify intellectually and academically gifted students, Hickory City Schools will utilize multiple pathways for identification including a review of national, state, and local norms.

Practice C: Hickory City Schools will use culturally fair and nationally, state, and locally normed assessments to ensure students from all backgrounds are appropriately screened for the gifted program.

Practice D: In order to ensure all students are treated fairly, the referral and identification process will be consistent across the district.

Practice E: Hickory Public Schools recognize the need for transparency with the screening, referral and identification processes for the AIG Program for all stakeholders.

Practice E: Hickory City Schools recognize the need to maintain documentation that will ensure validity of services and placement across the district for the gifted program.

Planned Sources of Evidence

- * Identification Form
- * CogAT Letter
- * CogAT Presentation

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG Placement Form Elementary DEP Middle School DEP

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

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.

Hickory City Schools 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.

-Specialists will use lesson plans, PLCs, DEPs, and data boards to ensure all aspects of student development (academic, intellectual, social, and emotional needs) are addressed within each grade level, classroom environment, and setting.

Hickory City Schools' AIG Specialists will:

- 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.

**The following activities that can be found throughout the district but are not indicative to each school. **

Elementary:

- Based on a students' identification area and strengths identified by data and observation, students are provided pull out / enrichment services in math and / or reading. Students are receiving accelerated content from on grade level and above grade level material. Students will be given opportunities to dive deeper into content and make connections with above grade level material.
- Students are exposed to above-grade-level math activities in concepts beyond the regular classroom. Students may participate in Perennial Math competitions, Math Olympiad, and math quiz bowls during pull-out sessions, math talks, math seminars and online math websites to continually expand their mathematical thinking.
- Students' academic and intellectual needs are met through above-grade level text, vocabulary activities/competitions/programs, within pullout classes as well as the regular classroom.
- Students are involved with Product Based Learning (PBL) opportunities in the regular classroom as well as during time with the specialist.
- Students are exposed to a variety of classic, age-appropriate literature to study in-depth and create differentiated products.
- Gifted students use Google Classroom to communicate with classmates and AIG specialists. This format provides a way for assignments, comments, and reminders to be shared among students and teachers.
- Elementary students have the opportunity to participate in Battle of the Books, Science Olympiad, Robotics, Art Club, Spelling Bees, Chorus, Boys and Girls Club, Running Club, Dance Teams, Safety Patrol, Student



Council, Fire and Safety Competition, GEMS (Girls Engaged in Math and Science) and Junior Beta Club.

Middle:

- Based on a students' identification area and strengths identified by data and observation, students are served in advanced / honors classes for math and / or reading.
- Based on students' strengths identified by data and observation, students will have opportunities to work on differentiated activities in other content areas including social studies and science. Opportunities include independent studies, accelerated content, project based activities, menu / choice boards, and interest based research.
- HCS offers advanced classes (designed to be more rigorous and in-depth than regular classroom) in ELA and Math as one means of adapting the NCSCOS. Advanced ELA and Math teachers work with the AIG Specialist to offer challenging material and a compacted curriculum in order to increase the rigor of the course.
- HCS offers an advanced Math class in 8th grade, as well as Math 1 and Math 2 as an option for acceleration. In the advanced classes as well as the regular classroom, the NCSCOS can be enriched through the use of differentiation strategies, seminars, problem-based learning, tic-tac-toe boards, menus, Math Talks, learning contracts, curriculum compacting, simulations, tiered assignments, Problem Based Learning, word stems, Breakout EDU activities, and high levels of questioning. Students also participate in makerspace activities, STEM projects, and coding.
- Middle school has an enrichment program that provides activities such as BreakoutEDU activities, book clubs / chats, seminars, competition groups, Genius Hour, and STEM projects.
- Content acceleration and the use of online programs for acceleration will also be offered for select gifted students.
- Students also have the opportunity to participate in Mathcounts, Battle of the Books, STEM club, Athletics, Art Competitions, Band and Orchestra Competitions, Chorus Competitions, Math Competitions, Writing Competitions, and Junior Beta Club.

High School:

- Based on a students' identification area and strengths identified by data and observation, students are served in honors / Advanced Placement / CCP and college classes for multiple content areas. Students are given choices in what classes they take in terms of meeting their interests and needs. Other opportunities are available such as internships and work study.
- The NCSCOS in high school is enriched through course options and offerings such as honors classes and Advanced Placement Courses, as well as dual enrollment at Catawba Valley Community College and Lenoir-Rhyne University. Options also include Career and College Promise and LR Scholars.
- Honors teachers differentiate the curriculum while adhering to the NC Standard Course of Study. AP teachers provide instruction in college level courses.
- High school students also have the option to attend Hickory Career Arts Magnet School in HCS.

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* **Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

- AIG Specialists will provide access to the DEP's of gifted learners for reference when designing supports for social and emotional needs.
- The DEP can have a social / emotional goal that parents / students / teachers can develop to provide annual support.
- Counselors and various staff members will collaborate with AIG specialists and classroom teachers to develop strategies for addressing social / emotional needs.

- AIG Specialists provide newly identified 4th graders with a copy of *The Survival Guide for Gifted Kids* by Judy Galbraith.

This book addresses:

- Tips on making friends and improving communication with teachers and family members
- Advice on issues such as bullying, perfectionism, depression, anxiety, and drug use
- Discussions of technology: blogs, social networks, instant messaging, video games, and podcasts
- Information related to research on gifted education programs brain development, IQ, creativity, giftedness and gender, twice-exceptionality, gifted underachievers, and emotional intelligence
- More ways to boost brainpower in and out of school
- Anecdotes and quotes from experts and gifted celebrities
- Quizzes and the full gifted kids' survey
- Over 100 quotes from gifted kids on a variety of topics
- Resource lists of books, websites, video games, and competitions
- Gifted Children's Bill of Rights from the National Association for Gifted Children

Additionally:

- District programming such as ***Second Step*** is used in grades K-8 to provide lessons that address social / emotional learning that supports the learning environment.
- Counselors communicate with AIG Specialists to devise strategies that support the holistic needs of gifted learners.
- AIG Specialists can work with MTSS committees to help with targeted support.

- HCS AIG website and AIG Specialists' websites will offer links to SENG (Supporting the Emotional Needs of the Gifted) as well as other websites that offer strategies and support for social and emotional needs.
- Elementary AIG Specialists meet with the middle school AIG Specialist prior to the beginning of each school year to discuss social and emotional needs of rising 6th graders as well as any specific information needed for their DEP.
- The middle school AIG specialist meets with the 5th grade students in the Spring to answer questions and ease any anxieties when transitioning to middle school.
- High School students are assigned a counselor during the duration of their time at the high school. Students meet with counselors to discuss class scheduling, scholarship opportunities, academic concerns, and social / emotional concerns. High school counselors also host group counseling sessions as well as individual sessions.
- A social worker and behavioral health counselor (Kintegra Health) are available at all schools to provide support for individuals and families.

* **Practice C**

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

- AIG Specialists can collaborate with various instructional departments to ensure that instructional practices align with district priorities.
- Current district policies address various services available to gifted students including Dual Enrollment, CDM, kindergarten early entry, opportunities for acceleration, grouping for instruction, and other educational programs. Teachers are expected to design lessons that meet individual student needs by challenging these students by expanding the curriculum and providing opportunities to explore subjects in greater detail or providing different types of educational experiences.
- AIG Specialists ensure that all board and district policies are followed concerning the AIG plan.

- During PLC's, AIG specialists will collaborate with classroom teachers, administration, and leadership teams to discuss curriculum, policies, and needs of gifted learners.
- Each elementary school has a licensed AIG teacher to provide student services and assist classroom teachers with differentiation in the regular classroom. Consideration is given to the modification of content, process, products, and learning environment as they relate to differentiated gifted instruction. Specific instructional strategies that will be utilized include: differentiated lessons or units, individual study/contracts, curriculum compacting, learning center activities, seminars, simulations, research and multimedia projects, tiered assignments, and choice boards.
- Each middle school has a licensed AIG Specialist 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. The specialist will work collaboratively to design curricular units that are aligned with, but also extend and enrich, the NCSCOS.
- AIG Specialist works with Exceptional Children's department and English Learner's department to meet the needs of students with overlapping services (ex. twice exceptional, etc).

* Practice D

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

- Gifted elementary students are recommended to be grouped in homerooms based on their identification. AIG identification also drives the grouping for acceleration, pull out and inclusion classes.
- Specialists use data to provide flexible grouping and instruction based on grade levels, pre and post assessments, iReady data, Check In data, other state and local assessment data, informal observations, and teacher collaboration.
- Specialists will monitor a variety of existing local and statewide assessment data to determine the 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 multi-age and multi-grade grouping practices
allow for more growth intellectually and socially of gifted 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.
- AIG Specialists will work with the MTSS team to provide support in Tier 1 with enrichment, extensions, and acceleration. AIG Specialists can also provide input and support if gifted students begin to move in and out of tiers.

*** Practice E**

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

- 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.
- Hickory City Schools 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 Schools Website, and at the administration building.

- AIG specialists will communicate the practices and services of the AIG program to all personnel.
- Specialists will participate in PLC's 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. AIG specialists will offer differentiated activities for classroom teachers to use with AIG students.
- Specialists will meet with regular education teachers about students on the “watch and wait” list to discuss academic and social/emotional growth.
- Specialists will develop and use common materials when sharing about AIG programs and services within the school district.
- The AIG team will use the district and school websites to disseminate information (newsletters, contests, summer enrichment opportunities) about the local AIG program.
- The middle school AIG specialist will post strategies on schools’ websites, speak at PLC’s, grade level, and content meetings.
- Extensions have been added into middle school pacing guides to help teachers create and plan lessons that engage them in higher order thinking skills. The specialists also work with teachers to deliver model lessons.
- The Elementary and Middle School AIG programs will have a separate website to keep parents up-to-date of upcoming events as well as strategies to work with their students.

*** Practice F**

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

- Specialists will provide yearly notification of services to teachers and schools.
- The middle school AIG specialist will meet with elementary AIG specialists to review program and student goals and services for the next grade level.

- AIG specialists meet with grade level classroom teachers to discuss identified students as they transition from one grade level to the next grade level. Academic and social / emotional dialogue takes place.
- HCS will provide transition visits from feeder schools to the middle school and high school level where changes in services are discussed (ex. Pull out services change to inclusion services, enrichment, extension, acceleration, etc.)
- Specialists will meet with classroom teachers throughout the school year to discuss service programming.
- 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.
- Specialists will conduct transition meetings between grade spans to develop student DEPs. School counselors, administrators, AIG Specialists, and regular education teachers can provide input for goals and services.
- Middle school AIG specialists will work with other staff members to create a transition document / presentation to help parents and students as they work to develop rising 9th grade course schedules.
- Specialists and teachers will track student data. Data walls will be posted and identified students will be marked on the wall. These data walls will track Common Formative Assessment data, EOG scores, Check-In data, and classroom grades. A separate data log will be kept to track longitudinal data that consists of EVAAS predictor scores, historical EOG scores, and grades.
- Elementary AIG specialists will share a data spreadsheet with the middle school AIG specialist with assessment data when transitioning to middle school.
- Middle school AIG specialist completes an electronic DEP in Powerschool for each identified rising 9th grade student so that it is accessible after middle school.
- A meeting will be held with teachers to discuss the DEP.

*** Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by

Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

For students that show mastery of their current level, acceleration is an available option. Students can be accelerated through a single subject or through an entire grade level. The following guidelines have been created around which students are eligible for this opportunity:

Early Kindergarten Admission Criteria:

- To be considered for early entry to Kindergarten, the following criteria must be met:
- Aptitude Test Scores or Achievement Test Scores of 98th percentile
- Student work showing outstanding ability in a subject.
- Two letters of recommendation documenting the child's physical and social maturity. A child care worker, teacher, pediatrician or another professional with direct knowledge of the child.
- If these criteria are met, school administrators will request an interview with the child and parent, using additional school data. The principal decision is final.
- Testing must be completed by a licensed psychologist and is the financial responsibility of the parent.

K-2 Talent Development Criteria (pullout services or enrichment):

- mClass results must be at the 98th percentile
- State and local K-2 assessment results must be above grade level

K-2 Grade Acceleration Criteria:

- 98th percentile on Standardized Achievement Test
- 98th percentile on mClass Benchmark
- Teacher Recommendation
- AIG Specialist Observation and Recommendation
- Principal Recommendation
- Parent/Guardian Support

3rd Grade Talent Development Criteria:

- mClass results must be at the highest tier
- iReady Reading and / or Math results must be above grade level
- Level 5 on BOG
- Other Guiding Data: state and local assessments, teacher recommendations

3-5 Grade Acceleration/Compacting Criteria:

- *Must meet the following:*

1. 98th percentile or above on Reading and Math EOG OR 2 grade levels above on iReady Reading and iReady Math Diagnostic Assessments
2. 98th percentile or above on a nationally normed aptitude test
3. 98th percentile on BOG
4. AIG Specialist Observation and Recommendation

5. Principal recommendation

6. Parent support

Content Compacting for Middle Grades Subjects

- Advanced / honors classes in the middle school are designed to provide compacted material including current grade level standards and above grade level standards.
- Students' data are reviewed by the gifted specialist, principal, current teachers, and TLS to determine placement. Data sources include but are not limited to:
 - iReady Diagnostic data
 - EOG data
 - Classroom grades
 - Teacher recommendation

Content Acceleration for Middle Grades Subjects

- *Will include a review of:*
- Current and previous EOG scores (96th percentile or higher)
- EVAAS prediction data
- Classroom performance
- Local testing data (can include use of local norms)
- Assessment of next grade level standards
- Principal review

Additional Information:

- High school students are able to participate in Credit by Demonstrated Mastery (CDM) if they qualify. Students and families must initiate the process to review the criteria and enroll in CDM. Once accepted, students will demonstrate mastery through different avenues including but not exclusive to standardized tests and artifacts.
- High school students can also participate in dual enrollment through NCVPS, Catawba Valley Community College, Lenoir Rhyne University, and AP courses in order to receive high school and college credit. Students must complete the application process and submit teacher recommendation letters.
- High school students can choose to participate in the AP Capstone program.
- Middle school students that are accelerating to Math 1 as a 7th grader will take Math 2 as an 8th grader through NCVPS.
- Students can be accelerated through certain classroom content by using resources such as iReady, Dreambox, and Edgenuity to have acceleration within the regular or advanced classroom.
- AIG Specialists will provide resources and support for administrators, teachers, and families to better understand acceleration options and make informed acceleration/ placement decisions.
- Specialists will use an Individualized Differentiated Education Plan (IDEP) based on student needs to support acceleration. f

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

- Hickory City Schools promotes students' talents in all areas by providing opportunities to grow and develop individual abilities/talents.
- Students will participate in district challenges, contests and clubs during school as well as outside school hours.

- Gifted Specialists will collaborate with other special area teachers to broaden access in talent development such as ELA, art, music, drama teachers.
- All K-8 students including gifted students can work above grade level within iReady. If students have completed the entire library of lessons, students will have other opportunities to extend their learning through activities like Dreambox, CommonLit, and literature circles with novels that are above grade level.
- Middle school students may be placed in advanced / honors classes based on the data from the previous year.
- High school students may choose the classes that they enroll in based on pre-requisite classes and their performance in those classes. Classes can include honors, AP, dual enrollment, and CCP.
- Hickory City Schools and AIG Specialists will provide PD on recognizing and providing services that respond to the traditionally underrepresented populations.
- Hickory City Schools Art and Music teachers will observe and encourage students who exhibit exceptional abilities within their subject. AIG Specialists are available to provide support in developing extensions and enrichment opportunities.
- AIG Specialist will work with K-3 teachers to identify students that may need enrichment with these traits. These students can be noted for identification once in 4th grade.
- 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.
- AIG Specialists will work with EL students to build relationships with them and help teachers identify any gifted/talent traits within these students.
- AIG team will create opportunities for teachers and students of underrepresented populations to discuss service options outside of traditional services. This population of students may show potential that needs enriching and nurturing beyond the classroom instruction.
- HCS will implement a change in placement criteria. This will help with recognizing the under-represented AIG population. The Otis-Lennon will be used to assess this group of students.

- AIG Specialists will consider mentor-ships, job shadowing, curriculum compacting for interest based exploration, and other services to respond to the needs of the students.
- AIG Team will focus on early K-3 programs to cultivate the potential of and address the needs of underrepresented populations.
- AIG Specialists can offer students opportunities to participate in book clubs, critical thinking tasks, and math competition activities during the school day as a way to offer enrichment and extensions.

*** Practice I**

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

- AIG Specialists will 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.

Hickory City Schools provides a wide-variety of extracurricular activities such as:

- **Elementary** - Battle of the Books, Science Olympiad, STEM, Jr. Beta Club, Chorus, Recorder, Drama, Running Club, Maker Girls, Girls and Boys Club, GEMS and Art Club.
- **Middle School**- Mathcounts, Battle of the Books, STEM club, Junior Beta Club, Art Competitions, Chorus, Band and Orchestra Competitions, Spelling Bee, Writing Competitions and many sports opportunities.
- **High School**- Art Club, Beta Club, Fellowship of Christian Athletes, French Club, French Honors Society, Health Occupations Students of America (HOSA), Interact Club, International Club, Key Club, Latino Cultural Club, Literary Club, Mu Alpha Theta, National English Honor Society, National Honor Society, National Technical Honor Society, Quiz Bowl, Science National Honor Society, Smash Brothers Game Club, Skills USA, Spanish Club, Student Council, Mock Trial, Open Art Studio, National Art Honor Society, Coding Club.

- These opportunities allow students to enhance the development of their gifts and talents by providing a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in real world context which can enhance and support a well rounded education. Further, these opportunities allow for exploring interests, creating broader perspectives and higher self-esteem while developing social connections and productive breaks.

* Ideas for Strengthening the Standard

Practice A: 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.

Practice B: AIG services will be designed to address the social and emotional needs of gifted learners throughout K-12 in HCS. HCS will provide a means of supporting both the academic and social / emotional needs of all gifted students.

Practice C: The AIG program and services are connected with the district's priorities. HCS allocates available resources to support the implementation of the AIG program and services. The needs of AIG learners are addressed in district policy and practice.

Practice D: 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.

Practice E: AIG Specialists will determine which components of the local AIG plan are pertinent for each internal stakeholder group for the success of overall AIG implementation. AIG Specialists outline how pertinent information will be shared with each stakeholder group. AIG Specialists will support staff to better understand the delivery of differentiated services and instruction, the local AIG program and plan, and other legislation and regulations related to gifted education.

Practice F: Cooperation and communication among stakeholders at key transition points are critical for effective and consistent delivery of AIG services.

Practice G: Not all AIG students have the same needs. Because all of the students are different, Hickory City Schools will implement an array of opportunities to meet the needs of the gifted student individually.

Practice H: It is necessary for the AIG Department to provide programs, services, and classroom support to develop talents and discover the potential in all students.

Practice I: AIG students have needs and interests that must be addressed outside the classroom setting.

Planned Sources of Evidence

- * Rising Freshman Transition - presentation
- * Elementary DEP
- * Middle DEP

Documents

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

Standard 3: Differentiated Curriculum and Instruction

Hickory City Schools (181) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 3: Differentiated Curriculum and Instruction

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

* Practice A

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

Elementary:

- Students are exposed to above-grade-level math activities in concepts beyond the regular classroom. Students may participate in Perennial Math competitions, Math Olympiad, and math quiz bowls during pull-out sessions, math talks, math seminars and online math websites to continually expand their mathematical thinking.
- Students' academic and intellectual needs are met through above-grade level text, vocabulary activities/competitions/programs, within pullout classes as well as the regular classroom.
- Students are involved with a variety of activities that engage in real-world scenarios and problem solving to encourage divergent thinking.
- Students are exposed to a variety of classic, age-appropriate literature to study in-depth and create differentiated products. Students are exposed to public speaking, paideia seminars, high-level questioning, critical thinking, higher-level vocabulary, execution of verbal skills and creative problem-solving.
- Gifted students use Google Classroom to communicate with classmates and AIG specialists. This format provides a way for assignments, comments, and reminders to be shared among students and teachers.

- Elementary students in various elementary schools have the opportunity to participate in Battle of the Books, Science Olympiad, Robotics, Art Club, Spelling Bees, Chorus, Boys and Girls Club, Running Club, Dance Teams, Safety Patrol, Student Council, Fire and Safety Competition, GEMS (girls engaged in math and science) and Junior Beta Club.

Middle School:

- HCS offers advanced classes(designed to be more rigorous and in-depth than regular classroom) in ELA and Math as one means of adapting the NCSCOS.
- In 8th grade, HCS offers an Advanced Math class, Math 1, and Math 2 as an option for acceleration.
- In the advanced classes as well as the regular classroom, the NCSCOS can be enriched through the use of differentiation strategies, seminars, problem-based learning,, choice boards, menus, Math Talks, learning contracts, curriculum compacting, simulations, tiered assignments, Project Based Learning (PBL), word stems, Breakout EDU activities, and high levels of questioning. Students can also participate in makerspace activities, STEM projects, and coding.
- Middle schools can offer an enrichment time that provides activities such as BreakoutEDU activities, seminars, competition groups, Genius Hour, book clubs, and STEM projects.
- Content acceleration and the use of online programming for acceleration will be offered for select gifted students.
- Students also have the opportunity to participate in Math Counts, Battle of the Books, STEM club, Art Competitions, Band competitions, Orchestra Competitions, Chorus Competitions, Writing Competitions, and Junior Beta Club.

High School:

- The NCSCOS in high school is enriched through course options and offerings such as honors classes, Advanced Placement Courses, dual enrollment opportunities through Catawba Valley Community College and Lenoir-Rhyne University, and online courses through NCVPS.

- Teachers of honors classes and Advanced Placement classes differentiate the curriculum while adhering to the NCSCOS.
- HCS offers students the opportunity to take classes at Hickory High School and Hickory Career and Arts Magnet (HCAM). Students can be transported between the schools in order to take advantage of the many class options at both schools.
- HCAM offers a variety of academies that students may pick from. Each academy has opportunities to take college classes that align with their area of study.
- In addition to the variety of honors and AP classes available, students can also choose to pursue the AP Capstone diploma program.
- AP classes are offered in a variety of subjects including English, Mathematics, Science, History, Computer Science, Psychology, Visual Art, Art History, Studio Art - Drawing and 3D, Music, Spanish and French. These courses can address increased rigor in academics and the arts.

*** Practice B**

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

- 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 according to the students' data (ie iReady, Check Ins, 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, Perennial Math, Battle of the Books, Robotics, Beta Club, Student Council, Math Counts, STEAM club, Art Club, Alternative Orchestra, and Student Government).

- Specialists and classroom teachers are able to extend, enrich and accelerate the NCSCOS and provide additional curricular resources to better meet students' needs. Strategies and content include but are not limited to:
 - Creative thinking
 - Logic puzzles
 - Higher level thinking stems (Justify answers, explain your thinking, etc)
 - Advanced reading material
 - Above grade level math skills
 - Differentiation strategies (choice board, menu board, games, etc)
 - Use upper levels of Bloom's Taxonomy (i.e. Analyze, Create, etc)
 - Use research from Gardner's Multiple Intelligence to create activities
 - Open ended projects (PBL, Rube Goldberg machines, etc)

Employees:

- Each elementary school has a licensed AIG Specialist to provide student services and assist classroom teachers with differentiation in the regular classroom. Consideration is given to the modification of content, process, products, and learning environment as they relate to differentiated gifted instruction. Specific instructional strategies that will be utilized include: differentiated lessons or units, individual study/contracts, curriculum compacting, learning center activities, seminars, simulations, research and multimedia projects, tiered assignments, and choice boards.
- Each middle school has a licensed AIG Specialist to facilitate a rigorous curriculum through advanced classes and professional development for teachers. This person will support the middle school teachers by working collaboratively with them through providing resources, lesson planning, and team teaching. The

specialist will work collaboratively to design curricular units that are aligned with, but also extend and enrich, the NCSCOS.

*** Practice C**

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

Suggested list of resources:

- Google Classroom / Canvas
- NCDPI: Standards of Learning
- “How to Teach Gifted Students in the Regular Classroom” by Susan Winebrenner
- Junior Great Books and various novel sets
- William and Mary Center of Gifted Education resources
- Words Their Way, Word Masters Competition, Word Trek
- CommonLit (above grade level content)
- Jacob’s Ladder
- Online resources (iReady, Khan Academy, Dreambox, Reflex, Great Minds / Eureka Math, etc)
- MathCounts / Perennial Math / STAR math resources

Information:

- Coordinator and/or specialists will attend local and regional AIG round table meetings, NCAGT, and NAGC when resources allow to gather materials and new research-based resources to support gifted programming.

- AIG Specialists will provide regular classroom teachers with resources about differentiated lessons. They will also assist them in using other published resources, online resources, and strategies.
- HCS will provide teachers and specialists with AIG materials in their professional library.
- Provide information to staff on current AIG topics, trends and issues.

* **Practice D**

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

- HCS will support the development of global awareness, civic and economic literacy, health awareness, critical thinking and problem solving. Classroom teachers and AIG Specialists will create activities to support the development of these skills including communication, collaboration, applied information, media literacy, seminars, and opportunities to apply learning in real life contexts through problem-based learning.
- Gifted students will complete projects requiring students to complete individual surveys to help determine possible future careers and hobbies.
- The middle schools will provide curriculum acceleration through advanced classes and online programs. These opportunities will support critical thinking, communication, collaboration, and leadership.
- Middle School CTE classes such as Coding, Medical Terms and Body Systems, Technology Design and Innovation, Synergistics, and Career Exploration are available to introduce students to 21st century skills that will help them secure a career after high school or college.
- High School CTE courses such as Accounting and Finance, Entrepreneurship, Business Administration, and Career Development are available to facilitate student transition to post-secondary education or career.
- 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.
- Students have the opportunity to take Advanced Placement classes and other advanced programming options that can foster critical thinking skills, creativity, collaboration, and ensure academic success.

- Students have the opportunity to take Advanced Placement classes and other advanced programming options that can foster critical thinking skills and ensure academic success.
- HCS can promote future ready 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. Opportunities are available through CTE classes and CTE internships, apprenticeships, and clinical experiences.

AIG Specialists, classroom teachers, and counselors will share opportunities for enrichment with gifted students as well as high achieving students. These opportunities include: NC School of Science and Math, Governor's School, North Carolina Virtual Public School (NCVPS), Summer camps, scholarships, etc.

*** Practice E**

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

- 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 and post-tests on specific subjects.
- AIG Specialists will use online programs to enhance student learning opportunities.
- The AIG team will use ongoing assessments and district established criteria to analyze student data for readiness and to identify for specific services.
- The middle school AIG Specialist and classroom teachers will serve gifted students through advanced classes and cluster groupings.
- During Professional Learning Communities (PLCs), Administration, Classroom teachers, and the AIG Specialist will analyze data to direct student instruction in elementary and middle school. This group will use research-based tools and/or assessments such as local benchmarks, formative and informal assessments, EVAAS data, common assessments, pre-and post- tests on specific subjects to drive instruction and provide differentiation.
- AIG Specialists will analyze data to develop content modification for the DEP, direct student instruction, as well as guide placement, and school-wide Professional Development. In middle school, the data will guide the

students' remediation/enrichment group as well as class placement. This data assists specialists and teachers in determining what skills need to be strengthened, accelerated, enriched, or extended.

- Based on data gathered from local and state assessments, students' services can be flexed during the school year. In terms of advanced learning, flexible grouping can be provided by:
 - • Elementary - students are offered enrichment pull-out services that can address their strengths; these groups can change throughout the year to best support those in need of more rigor
 - Middle School - student placement in middle school advanced class (other than the high school courses) can be fluid; students that need more challenges can be given opportunities to thrive through differentiated projects or advanced class placement
 - High School - students may choose to enroll in an Honors course or AP course in areas of strength; if an honors option is not available for a course due to school limitations, teachers can differentiate for students in order to receive honors credit (school based decision)

* Practice F

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

- 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.
- 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.
- In Elementary schools, the AIG students complete the unit on "What It Means to be Gifted." This leads into many discussions about social and emotional needs of gifted students and how they differ from their classmates.
- Middle School students will be monitored closely by the AIG Specialist, counselors and classroom teachers. Through teacher observation and student / teacher / counselor conversations, the AIG Specialist can help to address needs including underachievement, multidimensional perfectionism, and social coping.

- High School students are assigned a counselor during the duration of their time at the high school. Students meet with counselors to discuss class scheduling, scholarship opportunities, academic concerns, and social / emotional concerns. High school counselors also host group counseling sessions as well as individual sessions.
- A social worker and behavioral health counselor (Kintegra Health) are available at all schools to provide supports for individuals and families.
- The specialist may provide individualized support to these students through bibliotherapy, use of the Individualized Differentiated Education Plan, and parent digital resources that will provide strategies for coping with their giftedness. The specialist will post digital resources that address academic and social/emotional needs.
- AIG Specialists will discuss social and emotional needs of gifted students during individual DEP meetings with parents. Specific goals can be written to share those needs.
- The AIG team will consider special grouping at targeted grades or abilities to promote social and emotional well-being in gifted students.
- 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.
- AIG Specialists can provide input when gifted students are involved in the MTSS process.

* **Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

- The AIG team will develop criteria for talent development to recognize students of high-potential in grades K-3.
- The talent development will address the needs of students through fostering creativity, curiosity, critical thinking and access to advanced content.
- A structure will be implemented for observing all primary students prior to the formal identification process into place.

- AIG Specialists will collaborate with classroom teachers and arts teachers to provide resources and support. Resources include PETS (Primary Education Thinking Skills) and other creative and critical thinking skills programs.

* Practice H

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

- AIG 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 reflecting upon how they utilize differentiation strategies such as “Hardest 5 First,” pre-assessing, tiered assignments, and self directed activities.
- AIG Specialists will collaborate with regular education teachers to develop activities and adjust instruction in order to meet the needs of gifted learners. Regular education teachers will reach out to AIG Specialists for resources, questions, and ideas for help in creating activities such as menu boards, choice boards, independent work, projects, and digital activities that match current grade level standards and extend beyond. AIG Specialists will meet with teachers individually to stay informed about content and pacing in order to provide support.
- AIG Specialists will maintain constant communication and collaboration among personnel throughout the school year to help meet the needs of advanced learners.
- AIG Specialists can provide professional development opportunities for regular education teachers as needed.
- AIG Specialists will meet with classroom teachers to review and update the content modifications for each student’s DEP.
- AIG Specialists will work with school and district leadership to analyze data in order to best address student and teacher needs.

- AIG Specialists can work with classroom teachers to develop unit plans that incorporate differentiation opportunities that would accelerate, enrich, or extend. AIG Specialists will work with teachers to ensure the rigor is appropriate and can encourage productive struggle.

* Practice I

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

- 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 initial DEP is created by the AIG Specialist, based on quantitative and qualitative data. Parents, teachers, and counselors are encouraged to provide input, in terms of the DEP goals and strategies, where they can provide support for those goals.
- An Individualized Differentiated Education Plan (IDEP) can be created to provide additional support outside of the traditional DEP. It will also be reviewed with parents and classroom teachers throughout the year.
- Parents/Guardians, teachers, and AIG specialists will update, sign, and maintain copies of the DEP annually.
- AIG Specialists will provide updates to parents concerning student academic progress and social / emotional needs.
- AIG Specialists will work with EL and EC specialists to discuss the support and needs of students that receive overlapping services (i.e. twice exceptional, etc).
- AIG Specialists can share lesson plans with administrators to ensure appropriate service delivery based on students' DEPs

* Ideas for Strengthening the Standard

Practice A: 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, Hickory City Schools recognizes the need to provide a range of services allowing for individual challenge that ensures growth.

Practice B: 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.

Practice C: Hickory City Schools should acquire research-based strategies and resources that are created for gifted students' learning needs. These materials help to strengthen the teacher's lesson content and exposure to a variety of materials.

Practice D: In order to prepare students for top tier colleges and universities, teachers and specialists must provide 21st century learning opportunities at each student's readiness level. Hickory City Schools must ensure teachers and specialists are providing students the opportunity to reach their full academic potential. The goal of HCS is to make sure that all individuals are exposed to educational opportunities that are available.

Practice E: 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 advanced deeper into concepts or accelerated through the curriculum when they have reached mastery of the concept.

Practice F: AIG students have a unique set of needs that require addressing through specific behavioral strategies and interventions.

Practice G: 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 Hickory City Schools are currently working above grade level and are in need of an enriched curriculum or content acceleration.

Practice H: After analyzing surveys, research, and communications along with best practices, communication between all stakeholders, it is essential that classroom teachers and AIG specialists provide challenging and appropriate resources for gifted students.

Practice I: In an 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.

Planned Sources of Evidence

* Math 2 letter

* Choice Boards

* Science Extension Project (middle school)

* Breakout Activity - The Outsiders

Documents

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

Standard 4: Personnel and Professional Development

Hickory City Schools (181) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

- The AIG Coordinator is an AIG licensed educator and has worked within the HCS AIG department for over 5 years.
- The AIG Coordinator and the AIG Director oversees the AIG budget, AIG headcount, collaborates with regional / state coordinators, meets with specialists regularly, supports professional development, and ensures consistency in the implementation of the local plan.
- As part of the Curriculum and Instruction team in Hickory City Schools, the AIG Coordinator works closely with the Director of Elementary Education and Secondary Education to support teachers and meet the needs of all students.
- AIG Specialists collaborate with regional and local AIG coordinators.
- The team meets at least twice a month as an AIG PLC to develop an action plan to implement and monitor the AIG plan.

* Practice B

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

- Hickory City Schools employs three AIG Specialists to serve the district. We have 2 elementary and 1 secondary to serve 5 elementary, 2 middle and 2 high schools.
- AIG Specialists will provide services and resources that address the academic, intellectual, social, and emotional needs of AIG students.
- Services include pull-out, enrichment and inclusion models to best meet students needs.
- Specialists provide classroom teachers with strategies and resources for differentiation. Specialists also collaborate with classroom teachers, TLS (Teacher Leadership Specialist) and administration during weekly PLC's about data and curriculum to meet the needs of AIG students.
- AIG Specialists also work with school counselors to collaborate on strategies to meet the social and emotional needs of the gifted population.
- AIG Specialist will indirectly support students by providing services and resources to families and other school / district instructional staff.
- AIG Specialists have the opportunities to participate in leadership capacity such as School Improvement Team, MTSS , and curriculum committees.
- AIG Specialists will continue to review current research including professional articles and other resources to stay abreast of best practices for gifted students.

* Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

- AIG Specialists will participate actively in professional development opportunities, including statewide initiatives to support gifted programs and advanced learners.
- AIG Specialist will provide the opportunity for targeted professional development 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. These modules may include:
 - use of Booster Shots from NCDPI for PD
 - annual professional development sessions provided by AIG specialists to a district wide audience through the district Curriculum Conference
 - trainings through online platforms such as Canvas or Google Classroom
 - trainings/seminars provided by professional AIG consultants
 - training / mini-PD sessions during PLC's or individual sessions based on teacher request

Professional development topics will include:

- Characteristics of Gifted Students
- Differentiation
- Enrichment vs Extension vs Acceleration
- Social Emotional Needs
- Twice Exceptional
- Creativity
- Other topics related to gifted education or gifted student services
- AIG Professional Development sessions can occur throughout the year in PLC's, faculty meetings, workdays, after school, summer sessions, and off-campus locations (such as NCCAT) and could receive Continuing

Education Units (CEU) for their participation.

- Resources and tools to support the needs of AIG students will be provided.
- HCS will utilize AIG Specialists to lead professional development sessions.
- HCS will work towards the goal of teachers, counselors, and administrators of gifted students to work towards acquiring local and state AIG licensure.
- Hickory City Schools will provide the opportunity to receive regional licensure to teachers interested in attending PD through NWRegional Educational Service Alliance (NWRESA) with the given allotment for elementary and middle / high school teachers.
- HCS will partner with other districts such as Catawba County and Newton-Conover to offer staff development in AIG.
- AIG Director and specialists will analyze the district's AIG state allocations to look for creative ways to fund the gifted program.

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

- Research shows that AIG students benefit from being grouped with other AIG students for optimal growth to occur.
- Administrators will schedule AIG students with general education teachers who have appropriate credentials.
- AIG specialists will partner with each school-based administrator to ensure effective AIG student placement.
- Students should be clustered with other AIG students. These students will be in a class with AIG locally certified gifted education teachers when possible.

- AIG Specialist will use a system of placement criteria to monitor class placement of AIG students.
- It is HCS's expectation for teachers, counselors, and administrators of advanced learners to work towards state AIG licensure or participate in the Hickory City Schools AIG PD within the next three years.

AIG Specialists can work with administrators and TLS staff to analyze student data and teacher data to determine the effectiveness of class placement.

* **Practice E**

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

- AIG Specialists will provide interested staff with information regarding AIG licensure add-on or certification. Specialists will encourage interested staff by providing support and resources when needed.
- 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 local certification programs (i.e NWRESA) that cover 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.
- AIG Specialist will consider ways to share resources when designing and delivering PD which will include finding ways to collaborate with neighboring school districts, partnering across a region, and/or utilize “Booster Shots” and other resources available NCDPI.
- AIG Specialist will promote opportunities for PD outside of the district to support best practices and state/national standards.
- Professional Development opportunities will be offered face to face and online in order to provide flexibility in scheduling.
- AIG Specialists will intentionally speak with teachers of all diverse backgrounds that serve gifted students about the benefits of earning AIG licensure.

* **Practice F**

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

- AIG Specialists will collaborate with EC and EL teachers to ensure equity and excellence among students.
- Specialists will collaborate with regular classroom teachers during PLC's as well as planning times to give individualized assistance to teachers to support gifted learners
- Specialists will use technology to share new ideas and review appropriate resources and materials.
- District leaders and school administrators participate in professional development focused on equity, diversity and inclusion.
- Hickory City Schools will continue this initiative beginning in the 2023-24 school year with school staff.
- Hickory City Schools are intentional about inclusivity with diverse staff and students.

* **Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

- AIG Specialists will sponsor at least one session of general AIG information every year for the Hickory Public Schools Curriculum Conference to address needs of gifted students, differentiation, etc.
- Hickory City Schools will implement a universal K-5 reading program that provides professional development for teachers that addresses differentiation for gifted learners.
- Hickory City Schools will provide professional development on best practices for an intervention time including enriching / extending gifted learners in the middle school.

- AIG Specialists will work with staff members to provide appropriate materials, resources, and exemplar lessons when needed for program improvement and differentiation.
- AIG Specialists will serve on school and district committees to provide input to advocate for gifted learners.
- AIG Specialists will align our professional development with stakeholder feedback.
- AIG Specialists will attend PLC meetings to collaborate and integrate best practices for gifted learners.
- AIG Specialists will partner with MTSS committees to ensure the needs of gifted learners are addressed.

* Ideas for Strengthening the Standard

Practice A: Hickory City Schools employs three licensed AIG specialists that serve the district, who collaborate with district level personnel as part of the AIG team.

Practice B: Gifted students need to be served by trained staff to ensure proper differentiation and services.

Practice C: Because the district has a small percentage of AIG certified teachers, it is necessary to provide updated gifted professional development to all stakeholders. 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.

Practice D: 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.

Practice E: Hickory City schools is implementing a variety of district initiatives; therefore, the district must align the PD efforts with these initiatives.

Practice F: 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.

Practice G: AIG Specialists will define the district's local AIG program goals and share how the professional

development opportunities are aligned to these goals. AIG Specialists will explain how professional development is focused on addressing the needs of AIG students utilizing best practices in gifted education.

Planned Sources of Evidence

- * NWRESA Survey to take AIG classes
- * Looking Beyond The Label - Google slides for District PD
- * Spreadsheet of class placement for elementary, middle, and high

Documents

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

Standard 5: Partnerships

Hickory City Schools (181) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 5: Partnerships

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

* Practice A

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

- AIG stakeholder committee is composed of school administrators, school counselors, teachers, parents, community leaders and AIG specialists. This diverse team meets to discuss information regarding decisions for the AIG program. They analyze survey data at all levels to look for strengths and weaknesses across the district.
- Parents/guardians of gifted students are involved in the stakeholder group reviewing and offering input for revisions before the implementation of initiatives to improve the education of gifted students.
- The stakeholder group will review and offer input for revisions before the implementation of initiatives to improve the education of gifted students.
- Hickory City Schools will communicate through means including but not limited to: district and teacher websites, social media, School Messenger district telephone system, emails, parent meetings, DEP meetings, open houses, report cards, weekly student folders, parent/teacher conferences, local newspaper articles, student performances, and award ceremonies.

- HCS AIG Specialists will provide a two-way partnership with families by communicating using teacher websites, emails, phone calls, and communication apps (i.e. Remind, ClassDojo). AIG Specialists will host parent meetings to assure parents are part of the DEP process.
- Hickory City Schools will continue to have a partnership with Catawba Valley Community College, Lenoir-Rhyne University, and other local colleges. This will include offering summer camps and competitions for gifted learners, providing local events for staff held within the district, and field trips to the colleges.
- Students have the opportunity to attend or participate in the NC School of Science and Math, Governor's School, and dual enrollment at various colleges, Lenoir Rhyne Scholars Academy, and Career and College Promise.
- 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.
- HCS will support family involvement with community events and enrichment activities to increase partnerships with families and engage AIG students.
- Documents can be translated into other languages for families in order for all stakeholders to stay informed.
- The AIG team will continue to share information on the district AIG website with parents and staff about community events and programs that are designed for gifted children.

*** Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

- AIG Specialists can partner with our district Education Foundation and apply for the Innovation Grants to support the local program with new resources.
- AIG specialists will meet once a year with 4th-grade parents to inform them about AIG programming, placement, and policies.
- Hickory City Schools will continue to have a partnership with Catawba Valley Community College, Lenoir-Rhyne University, and other local colleges. This will include offering summer camps and competitions for gifted

learners, providing local events for staff held within the district, and field trips to the colleges.

- Students have the opportunity to attend or participate in the NC School of Science and Math, Governor's School, and dual enrollment at various colleges, Lenoir-Rhyne University Scholars Academy, and Career and College Promise.
- Specialists will host a parent meeting at the beginning of the school year to share information about the AIG program and expectations for the school year. They will also communicate with parents about specific content modifications that are shown on the Differentiated Education Plan and explain how their child will be enriched during the school year. At key points of transition, information will be provided to help prepare students and parents for expectations and program goals in middle and high school.
- During High School registration, Hickory High, HCAM, Challenger High School, and Discovery High school provide a parent night and open house to learn about the school and program options including honors options, college level courses that are available, and Credit by Demonstrated Mastery.
- CTE internships are available for students to participate in business partnerships within the community.
- During High School registration, Hickory High, HCAM, Challenger High School, and Discovery High school provide a parent night and open house to learn about the school and program options.
- NC School of Science and Math will visit middle schools annually to provide information about onsite and online opportunities.
- 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.
- AIG team will reach out to other local businesses to partner with the gifted program for activities and service projects.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

- AIG team will invite, meet, and inform the advisory board through emails to stakeholders who are representative of the district's populations. This is a diverse group of community members, AIG parents and families, AIG teachers, administrators, and instructional support specialists. This meeting will occur after normal work hours to accommodate as many schedules as possible. Meetings will happen either in person or via Zoom / Google Meet.
- AIG team will provide the advisory board with updates from DPI, share feedback received on the plan, as well as provide them with the documentation of how progress is coming on meeting the goals of the plan. The Advisory board will provide feedback and guidance as the best way to move forward with these goals. The AIG team will share how the new plan will be implemented into the schools.
- AIG team will meet with the advisory board as needed so that the advisory board can assist with developing the local AIG program and plan, monitor the implementation and effectiveness of the AIG program and plan, and discuss AIG programming for the district.
- The Advisory Board will work collaboratively with the school district to monitor the AIG program.

*** Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

- Specialists will inform parents, staff and students of opportunities available through emails, social media, letters, phone calls, and teacher / district websites.
- Specialists will update contact information via phone and email annually or as needed.

- Specialists will create an informational handout that outlines the structure of the program. This handout can be made available on paper or digitally on websites. This information can also be in the form of a digital presentation that will be posted on the district website.
- Specialists can offer information through written form or virtually through digital platforms.
- Information will be translated into students'/families' native language.
- AIG specialists will ensure that families and district employees 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.
- Hickory City Schools will utilize a partnership with Hickory Daily Record through our school and district communication liaisons. Information will also be posted on the district website, Twitter feed, and individual school's Facebook pages to "share the good news" about student accomplishments to improve perception and community relations.
- AIG Specialists will post lists regarding events and enrichment opportunities that gifted students may be interested in attending. These opportunities can include speakers, summer camps, online classes, etc.

* Ideas for Strengthening the Standard

Practice A: Partnering with the community opens doors for future opportunities with intentional and meaningful support to meet the academic, intellectual, and emotional needs of our AIG students.

Practice B: 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 Hickory City Schools advocates for our AIG population of students.

Practice C: Hickory City Schools has an AIG Advisory Board that is diverse in cultures and ethnically balanced. Because the board is made up of school administrators, instructional and support staff, teachers, counselors, parents and community members, it provides us with a wide variety of experience levels across the district. The advisory board is there to analyze survey data, review program standards and provide support and feedback to the AIG program for the district.

Practice D: It is our goal to keep all stakeholders updated on AIG policies and the AIG program. Hickory City Schools wants to be able to reach out to all families by providing information in various languages.

Planned Sources of Evidence

- * CVCC partnerships - CCP for 9th and 10th AIG Advisory Email/Meeting (Invitation / Feedback)
- * NCSSM presentation / STEP Up to STEM
- * Grants - HPS Education Foundation (Breakout Box)
- * Grant - Middle School

Documents

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

Standard 6: Program Accountability

Hickory City Schools (181) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 6: Program Accountability

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

* Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

- Hickory City Schools has and will continue to develop a written AIG plan describing the AIG program in accordance with state legislation.
- HCS will follow the guidelines set forth by state legislation, Article 9B, as well as best practices in gifted education.
- HCS plan will be submitted to the Local Board of Education in May of 2022 and once approved will be submitted to the Department of Public Instruction by July 15, 2022.
- An AIG Advisory Board and an AIG team will be utilized to help create and monitor the AIG plan. As revisions are made, updates will be communicated to all stakeholders.
- Surveys are sent to gather feedback from a variety of stakeholders (teachers, parents, students, etc) in order to review and revise the AIG plan.

*** 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.

- 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.
- The EC / AIG Director, building administrators, and AIG Specialists will monitor the implementation of the AIG plan to evaluate the progress and success of the program practices
- AIG Specialists and director will hold monthly meetings to discuss and monitor plan efforts.
- Standard 1 of the AIG plan will be monitored by the AIG Coordinator through dialogue with the Gifted Specialist to review the data from each year for AIG placement.
- Specialists will review and monitor student data to ensure students are making progress towards DEP goals.
- Specialists will meet with teachers during planning periods or PLC time to document differentiation strategies and discuss student concerns / family communication.
- Building and central office staff will conduct classroom walkthroughs and observations to ensure that differentiated, challenging, and rigorous instruction is taking place.
- Specialists gather feedback from stakeholders concerning progress towards program implementation. Documentation of meetings will be recorded.

*** Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

- 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.

- The AIG budget is allocated for specialist salaries and testing resources.
- AIG team will seek opportunities for grants and additional funding streams to enhance programming.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

- Specialists regularly work with TLS(Teacher Leadership Specialist) / testing coordinator to gather data on identified students. Data includes test scores from Check Ins, iReady, EOG's, BOG, and K-2 assessments / mClass.
- Specialists discuss data with EC and EL teachers to cultivate and develop talents.
- Specialists work with classroom teachers to analyze testing data (state, district, local) to help provide opportunities for differentiation and acceleration.
- Specialists work with Testing and Accountability, Student Services, and Curriculum and Instruction departments to access and analyze data.
- Specialists will communicate with Student Services concerning drop out data specific to gifted students. Specialists will analyze the data including grades and attendance.
- Specialists will communicate with high school counselors about meeting with gifted students that are at risk for dropping out.
- Specialists monitor iReady growth for identified students in both reading and math. In addition, specialists monitor data for under-served populations and disproportionality issues.
- Specialists also work with school leaderships to analyze EVAAS data for gifted students.

- Use data to evaluate student growth and performance to ensure that all students are appropriately challenged and placed appropriately in classes.
- Analyze and share information to stakeholders as it relates to student performance and our progress toward graduation.
- AIG Specialists can work with high school counselors to help inform families about opportunities such as Career and College Promise, LR Scholars, Governor’s School, and North Carolina School of Science and Math.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

- Specialists will study and monitor demographic enrollment in terms of identification and services.
- Specialists will analyze at least twice a year the headcount data including transfers and withdrawals. Specialists will also analyze dropout data and retention at the high school level. Information from this analysis will be shared with administrators and the AIG coordinator.
- Multiple data points will be used to analyze progress in fostering underrepresented populations and service delivery options. These data points can be used to increase the access for enrichment services and in turn can increase identification.

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Percent Ethnicity Identified as AIG

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	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	5.69%	---	---	---	20.27%
Male	---	<5%	<5%	---	7.18%	---	18.01%
Total	---	<5%	<5%	---	5.72%	---	19.11%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

- In order to ensure we have appropriately licensed teachers serving AIG students, Hickory City Schools' Personnel Department along with the Curriculum and Instruction Department maintains documentation for personnel that work with AIG students.
- Specialists will discuss with school leadership in terms of identification, services for advanced learners, and the needs of the school AIG plan.

*** Practice G**

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

- Hickory City Schools meets with AIG stakeholders as needed to review the district plan. This group includes EC/AIG director, AIG Specialists, teachers and staff, administrators, parents/guardians, and community members

- Hickory City Schools surveys students, teachers, and parents to provide the opportunity to share feedback about the program. Survey feedback can be used to adjust gifted services within the schools.
- HCS AIG Department will review the feedback provided by stakeholders to make improvements to the program. Feedback will be shared at the school and district level to determine a plan of action for improvements.
- Hickory City Schools can host district wide meetings for AIG parents to learn about gifted traits, trends in gifted education across the state, and the local AIG program.
- Specialists will collaborate to ensure service delivery is equitable and consistent across schools.

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Hickory City Schools will use data to review and revise the local AIG program and plan. This data can include:

- Stakeholder surveys
- Stakeholder meetings
- Disaggregated EOG and EOC data
- EVAAS predictor data
- AP enrollment and scores
- Student data (PLC meetings, team meetings, school / district level meetings, etc)

Based on feedback from stakeholders, the AIG Department will meet to review concerns to improve our programming. Student data will be reviewed often to ensure equity throughout the program. Specialists will meet monthly to discuss information from school level meetings and other district initiatives. School / district data and stakeholder feedback will be addressed.

*** Practice I**

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

- The AIG team will share all relevant program evaluation data with stakeholders using various communication tools such as websites, handouts, digital presentations, etc.
- Information and data gathered will be shared at principals' meetings, faculty meetings, AIG website, DEP meetings, and parent meetings including the AIG Advisory group.

*** Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

- 4th grade parents receive written notification about the screening process for taking the CogAT as well as score reports for each individual student.
- Parents receive a letter with information regarding placement data of their child (scores, profile, etc) and services that will be available.
- AIG Specialists will communicate with families verbally or through written notification concerning further testing for AIG placement if needed. Written consent is required for further testing from the parent. Two way communication is required to ensure transparency and equity.
- Written consent is required for further testing if needed.
- Notifications can be translated into other languages if needed.

- HCS accepts student AIG identification from within North Carolina State schools without further testing.
- HCS will evaluate student data and determine appropriate placement and services within the local context when a student is from another district in North Carolina.
- Specialists will analyze out of state records to determine if further testing is needed and to provide comparable services.
- 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 Schools' policies and procedures.
- 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.

Due Process Procedures

Due process procedures can be found on the district's AIG website. These procedures are also available in the local schools as a procedural reference document and found below.

- Hickory City Schools continues to seek ways to make our schools quality-learning environments. A collaborative effort between the home and school is necessary to achieve quality-learning environments.
- Hickory City Schools' Gifted Education Program goals, objectives and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

STEP 1: Appeal to the School Gifted Site-Based Identification Team and Principal

- The parent/guardian may request a conference with the Gifted Identification Team and the child's school principal together. This request must be in writing as soon as possible but no later than 30 days of the grievance. The parent/guardian must provide the following information in writing: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any Hickory City School board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. The Gifted Identification Team should be given 5 business days to convene all members and the principal together for a conference.

- At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the Gifted Identification Team.

- At this conference, all information is shared with parent/guardian and minutes are recorded on minute's forms and signatures are obtained from those involved.

- Following the conference, the Gifted Identification Team and principal will respond together to the parent's concerns in writing within 10 business days of the conference.

STEP II: Appeal to the Superintendent

- The parent/guardian may appeal the decision of the School Gifted Identification Team and principal to the superintendent in writing within 5 business days of the decision. Appeals should be addressed as follows:

Superintendent

Hickory Public School

432 Fourth Avenue, SW

Hickory, NC 28602

- The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal and any other individuals the superintendent determines to attend.

STEP III: Appeal to the Local Board of Education

- If the grievant is dissatisfied with the superintendent's response to his or her grievance but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the Hickory City School Board of Education.
- If the full Hickory City School board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the Hickory City School board chairperson will appoint a three-person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) grant a hearing. The panel will report the decision to the Hickory City School board. The Hickory City School board may modify the decision of the panel upon the majority vote at a board meeting.
- If the Hickory City School board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.
- If the Hickory City School board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.
- The Hickory City School board will provide a final written decision within 30 days of the decision to grant an appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

STEP IV: State-Level Grievance Procedure

- Once all efforts have been exhausted within the system, the parent/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act of North Carolina.

- The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its gifted education program.

2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

- Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction.

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* Ideas for Strengthening the Standard

Practice A: To ensure that Hickory City Schools is educating AIG learners, a local plan will be developed that follows state legislation.

Practice B: Hickory City Schools will monitor the implementation of the AIG Plan to ensure fidelity of the program.

Practice C: Hickory City Schools will utilize state funding appropriately to support the local AIG program according to state directives.

Practice D: Data for AIG students will be analyzed for students’ growth and achievement to ensure the validity of the AIG program.

Practice E: Hickory City Schools will purchase testing materials to ensure that underrepresented populations are receiving tests that showcase their abilities.

Practice F: In order to serve AIG students appropriately, Hickory City Schools must employ personnel who have had formal training in gifted education.

Practice G: Hickory City Schools welcomes all feedback for the use of recommendations and commendations for the effectiveness of the local AIG program.

Practice H: The AIG plan is a “living, breathing” document that should be reviewed using various types of data to evaluate the comprehensive program.

Practice I: The AIG department recognizes the need to disseminate program evaluation data to the general public.

Practice J: Hickory City Schools 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.

Planned Sources of Evidence

* Parent Rights / Due Process for the district Teacher Data Charts

* Elementary Websites / Middle Websites

* Stakeholder Agenda

* Parent / Student / Teacher Survey and Results

* Student Data Charts for analyzing data


Documents

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

Local Board of Education Approval

Hickory City Schools (181) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1






* Approved by local Board of Education on:

05/23/2022 

Original Application Submission Date: 06/02/2022









Revision Submission Date: 06/08/2023

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Board Approval  Board Meeting May Agenda pg.1  Board Meeting May Agenda pg.2  Superintendent Approval of Revisions 6-8-23

AIG Related Documents

Hickory City Schools (181) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1


Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Board Approval  Board Meeting May Agenda pg.1  Board Meeting May Agenda pg.2  Superintendent Approval of Revisions 6-8-23
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 AIG Placement Form  Elementary DEP  Middle School DEP
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	

AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Hickory City Schools (181) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Phrase	Definition
HCS	Hickory City Schools
PLC	Professional Learning Community
EBOB	Elementary Battle of the Books
BOG	Beginning of Grade Assessment
EL	English Learners

 The Local AIG Plan glossary is provided in an uploaded document.