

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

**Approved by local Board of Education on:** 13-MAY-13

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

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

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

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

**Kannapolis City Schools Vision for local AIG program:** Kannapolis City Schools will nurture, challenge, and inspire students to pursue knowledge with a passion and with a depth of understanding that distinguishes them from others.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$260151.00</b>	<b>\$9704.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## **Standard 1: Student Identification**

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

### **Practice A**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Our self assessment shows that annual communication is needed concerning screening and identification. Communication is needed withing the school and the community at large.

**Goals:** To communicate the identification process by creating and distributing brochures, updating website, using connect-ed and group e-mails.

To provide annual information sessions concerning the identification process.

**Description:** Implement annual staff information sessions addressing the identification process, characteristics of gifted, and resources available in each school and the LEA. These sessions will take place within the first four weeks of the academic year.

Create program brochure outlining services and identifications process. Update website with assessment resources, information, create and use group e-mails for district-wide communications.

**Planned Sources of Evidence:** Attached AIG Screening and Indentification Document  
Copy of Screening and Indentification Form, copy of brochure

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Students in grades K-2 are not formally identified as AIG. Uniform identification practices are implemented in grades 3-12.

Tests currently used for screening and placement are culturally fair and multiple criteria is used for placement.

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

**Description:** Meetings will be held to discuss course choices, instructional placement, student performance, social/emotional issues, and progress toward future goals.

All student data and records will transition yearly to the next grade level.

Add assessments done by certified psychologists accepted as part of ID process.

Multiple criteria representing both aptitude and achievement are used for screening and placement.

**Planned Sources of Evidence:** Attached AIG Screening and Identification Document and calendar of meetings

**Other Comments:**

### **Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Tests currently used for screening and placement are culturally fair and multiple criteria is used for placement.

Due to fluctuating demographic data, KCS will continue to explore equitable identification practices for under-represented populations of students.

KCS will seek an alternative assessment to identify students from under-represented populations so to ensure a healthy mix of diversity responsive to our demographic data.

Project U-Stars portfolios will be used to track and provide a nurturing component for grades K-2 in all elementary schools. Support for advanced learners at Pre-K programs will be offered through internships facilitated by the AIG Department.

**Goals:** KCS adds a Gifted Rating Scale component to the screening and identification process to decrease the identification gap and identify a greater percentage of the population. We also believe this tool will give us a more well-rounded identification plan.

**Description:** The KCS AIG Team will seek a Gifted Rating Scale to use in grades 3-12 and obtain training for staff on its use by the spring of 2016. This would be included with existing identification options.

**Planned Sources of Evidence:** AIG screening and identification plan

Increased percent of AIG students served in KCS

Increase in the percentage of minority students served through the AIG program.

**Other Comments:**

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** A screening and placement process is in place for grades 3-12. Screening occurs district-wide in grades 3-12 based on aptitude and/or achievement test results.

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

**Description:** The AIG Placement Team maintains current records in monthly meetings.

AIG records transition to following grade levels yearly. The AIG specialist provide professional development to all staff on characteristics of giftedness in a child. The screening and identification process will eliminate the need for individual student referral.

**Planned Sources of Evidence:** Minutes of Monthly Meetings  
Attached Screening and Identification Document

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** We currently use forms of informed consent and a detailed parent's rights handbook with procedures for resolving conflicts.

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

**Description:** The KCS AIG Team will update and revise forms and parent's rights handbooks to reflect all grade levels and demographic groups

Forms will be consistent in grades 3-12 and will be produced in Spanish.

**Planned Sources of Evidence:** Copy of Parents' Rights Handbook  
Copy of forms in Spanish

**Other Comments:**

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Self assessment survey data indicates that parents and teachers desire an annual review of Differentiated Education Plans at all grade levels 3-12.

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

**Description:** The KCS AIG Team at each school will hold individual or group meetings yearly to include teachers, parents, and students.

The annual review meetings will be held to discuss progress noted in the previous year and goals in place for the coming year. These meetings will be completed either within the last four weeks or the first four weeks of the academic year.

**Planned Sources of Evidence:** Minutes of meetings

**Other Comments:**

## **Standard 2: Differentiated Curriculum and Instruction**

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

### **Practice A**

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

### **This practice is a Focused Practice for 2013-2016.**

**Rationale:** The Common Core & Essential Standards is followed; however, it must be extended to provide an academically accelerated curriculum and instruction to all identified AIG students.

**Goals:** To employ an AIG teacher at every elementary school for at least one full day each week as a resource to support the regular education teachers. Individual schools may restructure staff to provide inclusion in the regular classroom for identified AIG students.

To focus on academic acceleration in the elementary AIG program and to improve vertical alignment with the intermediate school.

To support principals in cluster grouping AIG students to offer more efficient and effective differentiation.

**Description:** All teachers know the identified AIG students and their areas of giftedness and extend the curriculum to provide academically accelerated curriculum and instruction.

At the beginning of each school year, AIG teachers inform staff of AIG students, their areas of giftedness and how to align instruction based on the Standard Course of Study to meet their needs.

KCS teachers conduct regular staff development coordinated by central office personnel to aid differentiated instruction for AIG students.

Administrators will explore ways to restructure staff to provide AIG certified staff as inclusion teachers in the regular classroom with AIG clusters in order to extend and accelerate curriculum to a range of AIG ability levels.

KCS teachers will conduct regular staff development coordinated by central office personnel to differentiate instruction for AIG students.

**Planned Sources of Evidence:** Sample Lesson Plans

List of professional development opportunities

Calendar of Staff Development

Sample Teacher Schedule

**Other Comments:**

**Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Survey data indicates the need for professional development and collaboration to address the needs of gifted students in their classes.

All teachers, regular and AIG, must seek diverse instructional practices to address the 21st Century needs of AIG students.

**Goals:** To collaborate between regular education and gifted education teachers as well as administrators and counselors.

To employ diverse and effective instruction.

To utilize advanced digital and technology literacy in order to develop 21st Century skills of AIG students.

To offer online courses to supplement course offerings for AIG students.

**Description:** Regular advisory meeting schedules need to be developed to facilitate in the collaboration between all stakeholders.

KCS teachers will conduct annual staff development coordinated by central office personnel to provide diverse and effective instruction for AIG students.

**Planned Sources of Evidence:** Minutes of Meetings  
Calendar of Staff Development

**Other Comments:**

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Survey data shows that parents and students desire more rigorous curriculum in the regular classroom. Survey data shows that regular education teachers need more resources for use

with their gifted students.

Recognize regular education teachers who use best practices in differentiation for our AIG students.

Support rigorous curriculum in regular education classrooms through professional development & instructional resources.

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

**Description:** An AIG webpage linked to the KCS website provides many research-based supplemental resources for parents, students, and teachers. It must be kept current and include links to 21st Century technology-based curriculum.

Regular and AIG teachers will promote rigor. Resources allocated to support rigorous instruction in regular education classrooms.

Resources allocated to support rigorous instruction in regular education classrooms.

**Planned Sources of Evidence:** Webpage  
Documentation of resources allocated

**Other Comments:**

### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our schools offer technology rich environments in which web 2.0 tools are used to enhance instruction. Inquiry-based projects in the elementary, intermediate, and middle school AIG programs and the Senior Project in the high school help to develop applied life skills for accountability, responsibility, people skills, and self-direction.

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

**Description:** Staff, both regular education teachers and AIG teachers, will enhance 21st Century content and skills through technology and problem-based learning.

Through a partnership with Granville County Schools and (North Carolina Online Learning Association (NCOLA), KCS is piloting the iKann online learning program. This will allow KCS meet

the needs of AIG students who desire a customized educational experience. This program will allow for expanded course offerings and opportunities for mastery learning.

**Planned Sources of Evidence:** Webpage  
Sample Lesson Plans

**Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** There is a greater awareness and emphasis on formative assessments to address learning needs. Increased use of technology provides student responses to peer discussion points. Technology tools are being used consistently to provide formal and informal assessments to drive instruction.

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

**Description:** Staff uses a variety of assessments (i.e. student presentations, peer review, student/peer responses) to differentiate instruction to meet the needs of the AIG students.

**Planned Sources of Evidence:** Notes from Classroom Observations

**Other Comments:**

### **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Certified staff at each level to meet needs of the AIG students.

Offer annual parent meetings to educate about social emotional needs of AIG students.

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

**Description:** Encourage principals to cluster-group AIG students with other AIG students to address and support their social and emotional needs.

Implement an AP Academy at AL Brown high school. The freshman class of 2013-14 will be the first to participate in the freshman academy. Courses will be thoughtfully scheduled and support will be provided by the teachers, administrators and school AIG facilitator.

**Planned Sources of Evidence:** Copy of Teacher Schedules

**Other Comments:**

### **Practice G**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Implementation of Project U-Stars identifies, cultivates, and develops potential gifted learners through teacher observation and differentiated assignments.

Young PreK-2 students, teachers, and parents expressed the need for more time with AIG teachers.

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

**Description:** Consistently use and provide training for programs such as Project U-Stars to identify, cultivate and develop potential gifted learners.

Facilitate internship program to support advanced learners at Pre-K.

Consistently monitor portfolios of Project U-Stars students during grade level meetings.

**Planned Sources of Evidence:** Sample Teacher Schedules

Calendar of Staff Development

Notes from Classroom Observations

**Other Comments:**

### **Practice H**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Survey results indicate that regular education teachers expressed the need for more collaboration with AIG teachers and other professional staff to meet the needs of gifted students. Parent surveys indicates need for more rigorous program in regular education classrooms.

**Goals:** KCS will offer professional development to all beginning teachers in the area of differentiation for gifted learners. Ongoing professional development and support will be offered by KCS AIG personnel.

**Description:** Planning needs to be provided for collaboration between all stakeholders to develop and implement differentiated curriculum and instruction.

Staff development led by KCS personnel will be provided to empower all teachers to develop and implement differentiated curriculum and instruction.

**Planned Sources of Evidence:** Calendar of Staff Development  
Sample Teacher Schedules

**Other Comments:**

### **Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG plan needs to be reviewed annually.

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

**Description:** The AIG plan will be reviewed annually by the AIG advisory committee. The AIG advisory committee will meet and assess the effectiveness of the AIG plan.

**Planned Sources of Evidence:** Executive Summary of Annual Review

**Other Comments:**

### **Standard 3: Personnel and Professional Development**

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

#### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** KCS has relied on the expertise of teachers who are AIG certified.

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

**Description:** Regular Education teachers with AIG certification are recognized and offered support through the AIG Department. Their expertise is valued.

**Planned Sources of Evidence:** Listing of AIG Teachers with Appropriate Certification

**Other Comments:**

#### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our AIG specialists meet the needs of gifted learners in these areas. AIG specialists continue to maintain accurate records; attend AIG teacher meetings; respond to requests from the AIG office in a timely manner; serve on identification teams; finalize gifted paperwork for placement including DEP: disseminate information received from Director of AIG Services; discuss curriculum during a parent meeting at the beginning of school; participate in program evaluation; participate in staff development; meet with parents to help resolve disagreements; serve in a consultative role for teachers as scheduling allows.

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

**Description:** Ensure that a counselors are knowledgeable about social/emotional needs of the AIG students through professional development offerings.

Continue ACE days so AIG students district-wide have the opportunity to help them develop social skills such as team building.

Use AIG team meetings as a forum to communicate specific social/emotional needs of the gifted students expressed by parents, students, and teachers on our needs assessment.

Ensure that the counselors work with underachieving gifted students(3-12), offer guidance in career opportunities (9-12) inform parents and students of special opportunities available for gifted students, and to provide counseling sessions as requested for AIG students.

Employ a full-time AIG facilitator at the high school level to monitor the progress of our gifted students.

**Planned Sources of Evidence:** Copy of ACE Day Agenda/Schedule  
Documentation by Principal

**Other Comments:**

**Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** From the teacher and parent surveys, it was evident that regular education teachers need more collaboration, resources, and staff development to know how to meet the academic needs of the gifted students in their classes.

**Goals:** To provide staff development to teachers on differentiation of instruction and on rigor.

To offer content specific Professional Development for science and social studies in grades K-8.

To continue the development of Math Investigations at the elementary level in order to increase rigor in math instruction.

To ensure time for collaboration of gifted and regular education teachers as requested by the teachers.

To expand the Project Lead the Way curriculum with an emphasis on problem-solving.

To provide staff development on Project U-Stars, the nurturing program with emphasis on science and math to all teachers grades K-2.

**Description:** KCS will use outside consultants and teacher leaders to provide this staff development in their schools.

**Planned Sources of Evidence:** Calendar of Staff Development

**Other Comments:**

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG teachers are certified. Advanced Placement teachers at the high school are trained. The high school teachers who teach honors classes containing AIG students are supported by the AIG certified facilitator at A. L. Brown High School.

AIG teachers in KCS and teachers who work with AIG students participate in Professional Development offerings designed to address the needs of gifted learners.

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

**Description:** KCS works with principals to ensure the communication of the needs of gifted students to their teachers.

KCS works to identify teacher leaders that participate in a train-the-trainer sessions to provide training at their schools.

High school teachers are notified of AIG students in their classes and differentiate instruction to challenge these students beyond the regular curriculum.

KCS provides Project U-Stars training for K-2 teachers and monitor that it is used consistently at the school levels.

**Planned Sources of Evidence:** Calendar of Staff Development  
High School AIG Facilitator roles and responsibilities

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG teachers attend the AIG conference, and other professional development offerings throughout the year.

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

**Description:** KCS will design our professional development with the AIG goals which is training on rigor and differentiation of instruction.

KCS will continue to provide additional training with 21st Century skills in areas of high student interest.

KCS will continue to implement and train K-2 teachers to maximize use of the Project U-Stars Program.

KCS will provide staff development on ways to differentiate the current curriculum used throughout the system.

**Planned Sources of Evidence:** Calendar of Staff Development

**Other Comments:**

### **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Teachers of gifted students incorporate instruction that equips students with 21st Century skills and advanced level content. Due to the professional development offerings and availability of technology devices, technology is greatly infused in lessons.

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

**Description:** Equip regular education teachers to challenge gifted learners in attaining 21st Century skills.

Provide time for the regular education teacher and AIG teacher to collaborate on instructional practices and strategies.

Continue to work on vertical alignment in the different curriculum areas.

**Planned Sources of Evidence:** Calendar of Staff Development

**Other Comments:**

**Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** K-8 staff expressed the need for more collaboration between regular education and AIG teachers to meet the needs of gifted learners in the regular education classes.

Currently, in the elementary schools, one teacher serves all elementary schools. Gifted students see their teachers 1 time a week in a pull-out setting for approximately 30-45 minutes.

At the high school, there is an AIG facilitator to collaborate between AIG teachers and regular education teachers.

**Goals:** To provide more opportunities to collaborate and to communicate information about the program.

**Description:** At all school levels, regular education teachers will be trained on differentiated instruction and rigor in the classroom.

KCS will continue ACE days in which all elementary AIG students come together for a session on a particular focus such as science, drama, etc.

More collaboration between AIG staff and regular education teachers during horizontal & vertical planning will be a priority to meet the needs of the students throughout their school years.

**Planned Sources of Evidence:** ACE Day Agenda/Schedule  
Calendar of Staff Development  
Copy of Sample Teacher Schedules

**Other Comments:**

## **Standard 4: Comprehensive Programming within a Total School Community**

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

### **Practice A**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Due to the current service delivery model, minimal pull-out time is available at the elementary level. Gifted elementary students do not get enough time with their AIG teacher in the pull-out program, creating a lack of social time needed with other students in their peer group.

**Goals:** To train regular education teachers to better meet all needs of the gifted students.

To cluster group AIG students at elementary schools to allow for focused support.

AIG teachers will pilot an AIG summer camp program during the summer of 2013 aimed at engaging AIG students in academic and social activities during week-long camps over the summer. The camps will also serve to ease transitions between schools.

Through a partnership with Granville County Schools and (North Carolina Online Learning Association (NCOLA), KCS is piloting the iKann online learning program. This will allow KCS meet the needs of AIG students who desire a customized educational experience. This program will allow for expanded course offerings and opportunities for mastery learning.

**Description:** KCS will increase support in all areas of the AIG program through accurate identification of AIG students and supporting regular education teachers to meet the needs of AIG students.

**Planned Sources of Evidence:** Attached Screening and Identification Document  
Copy of Sample Teacher Schedules

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The LEA provides alignment of AIG programs and services with each area of identification and goals of the program with limited resources.

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

**Description:** Administrators and the AIG Committee will communicate effectively and inform all staff of the resources available to our AIG population.

The current plan will provide a program of accelerated academics. KCS will continue to ensure alignment of all activities with the current curriculum for the AIG population.

Students are identified in the areas of Reading, Math - Intellectual giftedness. AIG teachers customize lessons and schedules to meet students' specific academic needs.

**Planned Sources of Evidence:** AIG Webpage  
Sample Lesson Plans

**Other Comments:**

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Surveys indicated ongoing training and education are needed on characteristics of giftedness and appropriate instructional methods for gifted students. The AIG program provides acceleration of the Common Core and Essential Standards.

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

**Description:** KCS will increase staff awareness of AIG programs and services.

KCS will advertise currently offered extra curricular activities and contests to AIG students. The number of activities offered will increase.

Implement an AP Academy at AL Brown high school. The freshman class of 2013-14 will be the first to participate in the freshman academy. Courses will be thoughtfully scheduled and support will be provided by the teachers, administrators and school AIG facilitator.

**Planned Sources of Evidence:** AIG Webpage

**Other Comments:**

### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Survey data indicates that staff is aware of AIG services, screening and identification and differentiates instruction.

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

**Description:** KCS uses meetings and the AIG webpage to communicate with all stakeholders about services and regulations related to the AIG program. AIG teachers are visible leaders within their schools. AIG newsletters and brochures are distributed to staff and stakeholders.

**Planned Sources of Evidence:** AIG Webpage

Minutes of Meetings

Newsletters and Brochures

**Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Vertical alignment is accomplished by the AIG program through monthly department meetings and end-of-year transition meetings. Continuation of services is addressed at key transition years through transition meetings and continued communication and support throughout the year.

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

**Description:** Annual alignment meetings take place with all stakeholders to determine resources that will enhance in-depth understanding of program goals and how to better serve the AIG population.

**Planned Sources of Evidence:** Minutes of Meetings

**Other Comments:**

### **Practice F**

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide

differentiated programming and services.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Teachers meet with parents and regular education teachers to review PEPs. Parent meetings are held annually. Special Education teachers, counselors and support staff are involved as necessary.

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

**Description:** Annual meetings take place with all AIG stakeholders to determine resources that will enhance an in-depth understanding of program goals and how to maximize the services provided to the AIG population.

**Planned Sources of Evidence:** Minutes of Meetings

**Other Comments:**

**Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Staff, parent and student surveys communicated the need for social/emotional counseling.

**Goals:** To increase the awareness of staff regarding identified AIG students so social and emotional needs can be addressed.

To provide staff with information related to the social and emotional needs of AIG students.

Implement an AP Academy at AL Brown high school. The freshman class of 2013-14 will be the first to participate in the freshman academy. Courses will be thoughtfully scheduled and support will be provided by the teachers, counselors, administrators and school AIG facilitator.

**Description:** A.L. Brown High conducts high school orientation which targets and focuses on academic expectations and social/emotional needs of AIG students. An AP academy will begin to support students academic and social/emotional needs.

The Freshman Academy improves the process of monitoring students' social welfare and academic performance through team meetings.

Kannapolis Middle School conducts an AIG Orientation Night for parents who will target and focus on academic expectations and social/emotional needs of AIG students.

**Planned Sources of Evidence:** Addition of High School AP academy  
Agenda of Middle School AIG Orientation Night

**Other Comments:**

**Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The KCS AIG service model incorporates a plan that provides accelerated instruction and multiple placement options.

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

**Description:** KCS will provide accelerated instruction in grades 5-12 and will increase the use of accelerated instruction in grades 3 and 4.

**Planned Sources of Evidence:** Sample Lesson Plans

**Other Comments:**

**Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** At the elementary level, Title 1, Project U-Stars, Exceptional Children's Program for Twice-exceptional, and collaboration with ESL teachers is evident.

Due to the ever-growing ESL population in our districts, we continue to provide culturally non-biased assessment for eligibility in the program.

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

**Description:** KCS will continue to close the "identification gap" as those students identified using the new identification model.

KCS will pilot the use of a Gifted Rating Scale as part of the screening and identification procedure. The aim is to further decrease the achievement gap and increase the overall percentage of students

identified.

**Planned Sources of Evidence:** AIG Headcount

**Other Comments:** To increase staffs' understanding of giftedness in poverty and giftedness with ELL population.

Opportunities for collaboration for all stakeholders including ESL, EC, AIG, regular education, administration, guidance, etc. will take place.

Project U-Stars will continue to nurture and foster students K-2.

### **Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Opportunities such as field trips, Duke TIPS, Pfeiffer University ASAP, academic competitions, Model UN, clubs, Governor's School, Summer Ventures, NHS, NTHS, BETA club, Conversations to Inspire and Renaissance program are provided.

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

**Description:** To provide extra-curricular programs and events for AIG students in language arts and math in grades 5-8.

Collaboration with AIG coordinator and regular education teachers will occur.

AIG teachers will pilot an AIG summer camp program during the summer of 2013 aimed at engaging AIG students in academic and social activities during week-long camps over the summer. The camps will also serve to ease transitions between schools.

**Planned Sources of Evidence:** Sample of Teacher Schedules  
List of extra-curricular programs and activities

**Other Comments:**

## **Standard 5: Partnerships**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The LEA will continue to distribute a brochure on the AIG Program.

A.L. Brown High will continue to host an AP night to inform students and parents about the AP Academy Program.

The LEA will continue to host an AIG Parent Night for grades 3-12 with the collaboration of the Duke TIP Program.

AIG identification process involves regular communication with parents and staff through placement team meetings.

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

**Description:** KCS will revise the brochure to include the changes to the AIG plan for 2013.

KCS will update the AIG webpage. It will serve as a communication tool to inform stakeholders of current happenings.

The AIG team will continue to update a district-wide AIG webpage that provides ongoing information on scheduled events of the AIG programs at the elementary, intermediate, middle, and high school levels. This page will be updated monthly by AIG staff members at each level. The webpage will have the current plan available for download for all stakeholders to access.

**Planned Sources of Evidence:** Webpage  
Brochure

**Other Comments:**

### **Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Student, staff, and parent survey data indicates a need for increased communication district-wide for all stakeholders.

**Goals:** To maintain the AIG website that serves as a communication tool to inform stakeholders of scheduled activities.

To use the "Connect-Ed" communication system to keep parents informed about AIG screening, identification policies, timelines and events.

**Description:** The AIG team will maintain a district-wide AIG site that provides ongoing information on scheduled activities of the AIG programs at the elementary, intermediate, middle, and high school levels. This page will be updated monthly by AIG staff members at each level. The webpage has the current plan available for download for all stakeholders to access.

**Planned Sources of Evidence:** AIG Webpage, Connect-Ed messages

**Other Comments:** AIG brochure will be updated and displayed for distribution at each school.

### **Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Student, staff, and parent survey data indicates a need for increased communication district-wide for all stakeholders.

Some stakeholders are minimally involved in the development, implementation, and monitoring of the AIG Program.

**Goals:** The AIG advisory committee will meet annually to review outcomes and survey data.

The AIG advisory committee will be part of an e-mail group to maintain communication throughout the year.

Staff, administrators, parents and students will participate in advisory meetings and communications.

**Description:** KCS will establish a PAGE (Partners for the Advancement of Gifted Education) Chapter for Kannapolis City Schools by 2016.

The establishment of a PAGE Chapter will ensure collaboration among parents, teachers, school administrators, higher education professionals, and other community members that is necessary to advocate successfully for gifted children. parent and staff volunteers, along with AIG teachers, will

establish this group.

Yearly online surveys will be provided to all stakeholders using Survey Monkey or Google docs survey tool. The data will be used to maintain current reflection and monitoring of our AIG practices.

**Planned Sources of Evidence:** Meeting agenda and e-mail communications

**Other Comments:**

#### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** KCS regularly provides information about participating in programs such as: Duke TIP, ASAP through Pfeiffer University, Challenge 24 and other math competitions, various leadership, academic clubs and organizations, National Honor Society, Renaissance Program, academic letters, and scholarship opportunities.

Open houses allow AIG teachers to communicate information about the program to parents.

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

**Description:** KCS will maintain the AIG website that will serve as a communication tool to inform stakeholders of current happenings and opportunities available to AIG students.

The AIG team will maintain a district-wide AIG site that provides ongoing information on scheduled activities of the AIG programs at the elementary, intermediate, middle, and high school levels. This page will be updated monthly by AIG staff members at each level and will detail the latest academic and enrichment opportunities available to AIG students. The webpage has the current plan available for download for all stakeholders to access.

**Planned Sources of Evidence:** AIG Webpage

**Other Comments:**

#### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** KCS currently partners with the North Carolina Research Campus and Rowan-Cabarrus

Community College through the offering of advanced courses for college credit.

Guest speakers from the local community regularly present to AIG students at all levels. Students in grades 9-12 participate in the "Conversations to Inspire" program.

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

**Description:** Kannapolis Middle School will partner with the Office of Educational Outreach at UNC-Charlotte to provide enrichment activities for AIG students beginning in the fall of 2013.

AIG students in grades 3-7 will continue to visit the North Carolina Research Campus for science enrichment activities.

High school will continue to promote the Renaissance program, AP Academy & courses for college credit for students who excel academically.

KCS will continue to use established relationships to maintain visits with the North Carolina Research Campus.

**Planned Sources of Evidence:** Copy of Agendas and Schedules of Events/Trips

**Other Comments:**

## **Standard 6: Program Accountability**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The KCS District AIG Planning Committee has rewritten and updated the local AIG plan based on a self-assessment evaluation and based on the needs of students, parents, and faculty members as expressed in surveys conducted during the 2012-2013 school year.

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

**Description:** KCS will provide support for Project U-Stars implemented in Grades K-2, and will provide accelerated academics in Reading and Math for Grades 3-8.

KCS will use multiple criteria in the identification of AIG students with emphasis on both aptitude and achievement.

KCS will provide professional development in areas of differentiated instruction for all learners.

KCS will provide social and emotional support for students identified as AIG in KCS.

The new AIG Plan will be presented to the KCS Board of Education in May 2013 by the AIG Coordinator and the Assistant Superintendent. The Board of Education will vote and make recommendations on the new plan on Monday, May 13, 2013. The AIG Coordinator will send to NC Department of Public Instruction by July 1, 2013.

**Planned Sources of Evidence:** Attached Screening and Identification Document  
List of professional development opportunities

**Other Comments:**

### **Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation

and state policies to ensure fidelity of implementation for all AIG program components.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Kannapolis City Schools has recognized the need to monitor the AIG programs in the district. In order to ensure rigor and relevance in the curriculum for our students, the AIG teams at the school level in Grades 3-12 meet on a monthly basis to monitor progress of students currently identified as AIG.

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

**Description:** KCS will continue to implement and monitor the AIG program and plan.

**Planned Sources of Evidence:** Executive Summary of Annual Review

**Other Comments:**

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** KCS has always used allotted state funds for the local AIG program following the state policy. The budget is developed by the KCS AIG Coordinator and the Director of Business Operations/Finance with support from the Assistant Superintendent of Curriculum and Instruction. The budget for the AIG program is monitored on a monthly basis by the Central Office personnel.

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

**Description:** KCS will continue to use funds appropriately and monitor the budget on a monthly basis. State funds are based on 4% of the ADM as in the past which allots approximately \$1,192.94 per Kannapolis City Schools student. (Based on 2012-2013 local and NC budgets)

The state allotted funding is used entirely for personnel and salaries. The Director of Business Operations will continue to send the KCS AIG Coordinator the ISIS Financial Budget Report on a monthly basis to help monitor existing funds. Kannapolis City Schools provides local funding (approximately \$11,000) for instructional materials and supplies for AIG teachers and professional development activities.

**Planned Sources of Evidence:** Copy of AIG Expenditures

**Other Comments:**

### **Practice D**

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

students.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Reports are created, prepared, and presented regarding performance growth by the Director of Student Assessment and the AIG Coordinator. High school AIG dropout data is compiled by the NC Wise Data manager.

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

**Description:** The growth performance report generated is shared annually with the district administrators, principals, and AIG teachers. Teachers and administrations use this information to assist in determining what supports are needed for the AIG population. Dropout data is shared with the AIG Advisory Council, the ALBHS Dropout Prevention Committee, and all stakeholders. Names of dropouts will be given to ALBHS Dropout Prevention personnel who calls, surveys, and encourages students to return to school.

**Planned Sources of Evidence:** Copy of Performance Report

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** KCS will continue to monitor the demographics of the identified students as a district and also at the school level:

- Culturally/ethnically diverse
- Economically disadvantaged (see note below)
- English language learners
- Highly gifted (130 aptitude or higher)
- Twice-exceptional

NOTE: (Due to confidentiality of those students who receive free/reduced lunch, this population cannot be monitored.)

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

**Description:** This data will be included in the annual evaluation of the KCS AIG program.

KCS will continue to provide a variety of assessments that are non-biased and culturally-sound for the identification process of under-represented populations.

KCS will continue to provide services for those students whose aptitude is greater than 130. These students are defined as highly gifted. This information will be distributed in the annual report and will be compiled and monitored at the end of each school year.

The Director of Student Assessment will help monitor populations: ethnicity, gender, culturally/ethnically diverse, exceptional children, etc.

**Planned Sources of Evidence:** Executive Summary of Annual Review  
Copy of Performance Report

**Other Comments:**

### **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** KCS is dedicated to hiring and retaining quality teachers, administrators, and staff members including AIG certified personnel.

Regular education teachers are encouraged to become AIG certified. AIG certified teachers are recognized and supported by the AIG department.

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

**Description:** KCS will pay for one-half of tuition for those staff members who will become certified. (Based on availability of funds.) Information on university programs offering AIG certification will be sent to all certified staff members.

Currently, KCS has the following number of personnel with AIG certification:

Administration/Central Office (3)  
Elementary Schools (13)  
Intermediate School (2)  
Middle School (8)  
High School (2)

**Planned Sources of Evidence:** Listing of Certified AIG Staff Members  
Guidelines for Tuition Reimbursement

**Other Comments:**

### **Practice G**

Forms an advisory group of community members, parents/families of AIG students representative of

diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG plan has been developed with strategies to get families and the community more involved with AIG activities and instruction within the schools.

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

**Description:** The advisory committee meets annually to review outcomes and survey data. They receive and provide regular communication through an e-mail group.

**Planned Sources of Evidence:** Meeting agendas, e-mail communication

**Other Comments:** It is our desire to reintroduce the PAGE (Parents for the Advancement of Gifted Education) either as an independent chapter or in conjunction with neighboring Cabarrus County Schools.

#### **Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** In order to improve and enhance the current AIG program, feedback from relevant stakeholders on a consistent basis is imperative. To obtain feedback from all stakeholders - parents, students, principals, and teachers - of the KCS AIG program, a survey is conducted yearly. The results will be shared with the KCS AIG Advisory Committee and be used to make adjustments and changes to the current AIG plan.

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

**Description:** A survey is sent to students, parents, and KCS staff with questions pertaining to the current program's effectiveness regarding eligibility, criteria, and support services provided by the AIG program.

This survey results are compiled and shared with all recommendations considered. The information will be distributed in the annual report and will be shared at the beginning of each subsequent year with principals and staff members.

**Planned Sources of Evidence:** Results of Survey/Self-Assessment  
Executive Summary of Annual Review

**Other Comments:**

### **Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG meetings occur with the AIG teachers and staff on a monthly basis. Student performance is reviewed and assessed on an annual basis. All KCS schools have AIG programs embedded within their Continuous Improvement Plans.

Revisions to the CIPs also occur on an annual basis.

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

**Description:** Data collected from annual survey will be compiled and reviewed for input in revising the AIG plan.

KCS will continue to review and refine the current services offered (within the KCS AIG Plan) to our AIG population.

Input obtained at monthly district-wide AIG meetings with the AIG Coordinator and specialists will be used for plan revisions.

Advisory members will be selected and will meet once each year.

**Planned Sources of Evidence:** Minutes of Monthly Meetings

List of Advisory Members

Results from Survey/Self-Assessment

**Other Comments:**

### **Practice J**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** To keep the stakeholders informed about the quality and progress of the program through the distribution of an annual report. This dissemination of data has not been compiled in the past.

**Goals:** To develop an annual report evaluating all aspects of the program.

To disseminate data in the annual report to all stakeholders at the end of each school year.

**Description:** To electronically link both the above reports and data to the KCS AIG webpage. The reports and supporting data that will be created by the Director of Student Assessment will be used to identify strengths and weaknesses in the evaluation of the AIG District Plan's six standards.

**Planned Sources of Evidence:** AIG Webpage

**Other Comments:**

### **Practice K**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** KCS will continue to serve the needs of the AIG population in accordance with local and state policies, procedures, and practices.

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

**Description:** KCS ensures that all state and local policies including procedures and practices protecting the rights of AIG students in KCS are reviewed and followed by all staff members.

The state and local policies governing the rights of AIG students will be:

Presented and discussed at the district-wide principals' meeting held in August at the beginning of each school year;

Posted on the district's website and/or the AIG webpage; and

Reviewed at the first monthly meeting of AIG personnel.

**Planned Sources of Evidence:** Student Rights Handbook

AIG Webpage

Minutes of Monthly Meetings

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

AIG Screening and Identification-REVISED.docx (*Appendix - Standard 1*)