

HALIFAX COUNTY SCHOOLS

Academically or Intellectually Gifted

District AIG Plan (Effective 2022-2025)

- **Approved by local Board of Education on: Jun 27, 2022**
- **LEA Superintendent's Name: Dr. Eric Cunningham**
- **LEA AIG Contact Name: Dr. Tyrana Battle**
- **Submitted to:**
NC Department of Public Instruction on: Jul 13, 2022



Author: Halifax County Schools AIG Team

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Halifax County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). 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 and 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 2022-2025.

This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2022-2025, Halifax County Schools local AIG plan is as follows:

Sources of funding for local AIG program (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
\$126,480.29	\$0	\$0	\$0

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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

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.

District Response:

I. Shared Understanding and Strong Foundation for the Screening, Referral, and Identification Processes

- A. Halifax County Schools (HCS) will review and update its 2016-2019 AIG Program District Handbook to assist district & school stakeholders with the interpretation, alignment, and implementation of the student AIG screening, referral, and identification processes.
- Develop an AIG Team with key stakeholder representation to make the necessary 2022-2025 revisions and updates to the following communication documents:
 - + AIG Program District Handbook and the HCS' AIG Parent Handbook
 - + AIG Brochure and the AIG Invitation to Conference
 - + AIG Nomination Log and AIG Observation Checklist
 - + AIG Permission to Screen Letter, AIG Placement Letter, AIG Non-Placement Letter
 - + AIG Placement Record file
 - + AIG Referral Form, Differentiated Education Plan (DEP), and Limited English Proficiency (LEP) Documentation Process
 - + Elementary grades 3-5 Differentiated Education Plan, Secondary grades 9-12 Differentiated Education Plan, Middle School grades 6-8 Differentiated Education Plan documents
 - + Conference document, District AIG Implementation Handbook will be edited by a stakeholder team (AIG Coordinator, AIG specialist, representatives from the elementary and secondary Schools (administrators, teachers, & parent).
- B. The AIG communication documents will be vetted to reflect the updated three year AIG Plan and shared with the district.
- To ensure appropriate use of the AIG communication documents mentioned above, the AIG coordinator will schedule AIG Trainings accordingly throughout the school year to leverage use of the tools.
- C. Goals of the Screening and Referral Process
- The goal of the AIG Screening Process is to achieve fidelity in the collection of quantitative and qualitative data to ensure equity and appropriate access into students' potential academically and intellectually Gifted identification and placement across designated grade levels
 - The goal of the AIG Referral Process is to provide equitable elementary and secondary diverse pathways for high achieving students to demonstrate their strengths and talent
 - AIG recommendations may be received as a:
 - + parent referral
 - + instructional staff referral
 - + above measure aptitude scores

- + student referral
- MTSS Student Assistance Team (translators, social workers, psychologists, counselors, EL teachers, EC teachers)
- **Data Collection: for Screening, Referral and Identification Process:**
 - **Quantitative Data:** Available summative data to reveal students' aptitude and achievement (i.e., Benchmarks: Amplify mClass Diagnostic Assessments, Exact Path Diagnostic Assessment, Beginning of Grade Assessment, End of Grade Assessment, District BOY, MOY, EOY benchmarks, and student report cards)
 - **Qualitative Data:** Available formative measures to reveal students' evidence-based comprehensive profile, potential aptitude, achievement, or potential talents (e.g., student interest inventory, cumulative data profile, Read to Achieve ELA Portfolio, Grade-Level curriculum Based Reading, Math, & Science measures, STEM/STEAM project-based submissions).
- **Referrals:** Staff will be trained on the AIG referral, screening, and identification processes. Representatives from elementary and secondary schools are expected to attend the fall AIG Orientation Training and receive a program information packet which include: parent letters, permission slips, teacher recommendation checklists, and requirements for participation in the HCS Pre-AIG Nurture Program. Recommendations are made by classroom teachers, instructional coaches, MTSS Team, administrators, self-nomination, peers, and parents. District-wide cumulative data is reviewed and analyzed to ensure equitable opportunities for all students when making referrals.

Once referrals are made, additional support is provided to the K-2 level, AIG facilitators develop nurturing groups. Students are placed in the HCS Pre-AIG Nurture Program. Those K-2 students participate in the Primary Education Thinking Skills Program (PETS) to enhance opportunities for placement during third grade screening. The AIG facilitators build behavioral portfolios for these exceptional learners to support a differentiated approach to their regular classroom education.

- **Screening:**

All Halifax County Schools' students who achieve at least the minimum screening score will be referred to the AIG Team for placement and service.

 - The district will publish its yearly AIG testing window and location announcements for elementary and secondary scholars on the district webpage and social media.
 - Parents, guardians, and students are encouraged to inquire about the AIG screening requirements.
 - While grades K-2 scholars will not participate in the yearly AIG screening window, all K-2 students demonstrating exceptional academic achievement on the Kindergarten Early Literacy Inventory, Amplify mClass Dibels-8 BOY & MOY Diagnostic Benchmark Assessments, K-2 Istation Math Diagnostic or iReady Diagnostic Assessments, and grade level mastery of reading and math curriculum by the end of first semester will be recommended for spring AIG screening and will have the opportunity to participate in the district's elementary AIG nurturing program.
 - Scholars who are referred for AIG identification will be provided an information packet which includes: an AIG Permission to Screen Form and general information brochure about preparing for AIG screening.

- As a result of the referrals, students will be identified following a scheduled screening evaluation in the fall or spring (October and March).
- Third grade students who demonstrate a level 5 on the Beginning of Grade (BOG) assessment will be considered for AIG identification.
- To provide equity in the screening process, all third graders, sixth graders, and ninth graders will be routinely screened in the fall of their third, sixth, and ninth grade school year. Fourth graders who do not have a third grade AIG screening score will be scheduled for screening (COGAT or IOWA Test of Basic Skills) in fourth grade.
- All K-12 referrals will be acknowledged and considered for screening. Candidates who do not place will be provided opportunities to qualify for differentiated services with a combination of additional means (project/work portfolio, Diagnostic Benchmarks, and summative benchmarks, & teacher recommendations).
- After scoring the AIG screening assessment, the data will be reviewed by the MTSS Team and/or AIG Team. Candidates who score in the top ten percent will be identified and placed. Grades K-12 referral students scoring in the 80th percentile will be recommended for the AIG nurture program.
- Parents will be notified by way of an acceptance or non-acceptance letter within fourteen business days of the candidate's screening results. The letter will include information regarding requirements for acceptance into the HCS' Academically and Intellectually Gifted Program and the candidate's outcomes. Students who fall just below the range of AIG acceptance and nurture percentiles are encouraged to participate in school-based enrichment and extracurricular community programs.

D. The Examination of the AIG Identification Criteria

AIG screening assessments may be reassessed during the 3-year implementation to ensure under-represented populations' equity and diverse access of academic and talent in giftedness.

- The Decision-Making Process will include the utilization of multiple quantitative and qualitative student data sources to ensure under-represented populations of students' potential demonstration of giftedness.
- The AIG Team will establish an AIG Fair and Equitable Identification Rubric or flowchart to communicate the AIG decision making process
- The implementation of an AIG Fair and Equitable Identification Rubric or Flowchart will be included in the AIG District Handbook for reference in the identification process.
- The referral process allows staff, parents, and students to request evaluation for AIG identification when a student exhibits signs of giftedness. Through the referral process, a student can be administered an abilities assessment and the AIG Team will use this assessment and other criteria from student data profile to determine if the student should be identified. Students in grades three through twelfth are eligible for the referral process and may test during the fall or spring assessment windows.

E. Monitoring of the Consistent Implementation of AIG Referral, Screening, & Identification Processes Across the District

- The AIG Coordinator will ensure scheduled monitoring of the AIG Referral, Screening, and Identification processes.

- AIG Coordinator will begin each AiG program year with a BOY audit of processes, resources, personnel, DEP service schedules, program offerings, and partnerships
 - + District conducts secondary and elementary BOY, MOY, & EOY Walkthroughs
 - + Conduct a BOY and EOY AIG district survey
 - + Schedule quarterly secondary and elementary PLC progress monitoring visits across the district.

F. Communication of AIG Referral, Screening, & Identification Processes Across the District

- The AIG Team will ensure the communication of equitable access to AIG Referral, Screening, & Identification information to elementary and secondary families, schools, & students.
- Communication pathways will include but is not limited to:
 - + District AIG Webpage & Posts
 - + Scheduled AIG webinars
 - + Emails, Flyers, Quarterly Newsletters,
 - + School Informational AIG Fair (Zoom)
 - + AIG Implementation Handbook
 - + AIG Implementation Brochure
 - + Connect Ed Announcement
 - + Parent Meetings

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.

District Response:

II. AIG Identification at All Grade Levels

A. HCS will implement multiple measures for identification and opportunities to reveal K-12 students' aptitude and achievement with the use of qualitative and quantitative measures are in place. While outstanding abilities are present in students from all cultural groups, across all economic strata and in all areas of human endeavor, HCS' is encouraging a diverse focus on developing and identifying elementary AIG and nurture scholars who can potentially score in the top ten to twenty percentile with a combination of traditional and nontraditional measures.

- The initial AIG scheduled screening takes place at the students' third grade year.
- With respect to high achieving kindergarten through second graders' whose academic profile data exhibit gifted tendencies are placed on a nurture watch list to prepare for possible screening and placement.
- Both quantitative and qualitative measures are implemented to develop a comprehensive learner profile that reveal student aptitude, achievement, and potential to achieve beyond the regular classroom. Each student referred to the Academically and Intellectually Gifted Program will be evaluated using multiple criteria.

- Students who score in the 80th percentile will participate in the development of a high achiever's portfolio to reveal the student's aptitude, achievement, or potential to achieve and will be rescreened. The following multiple indicators are used for screening and identification of AIG potential and talent during the fall or spring of each school year:
 - End of Grade Tests (EOG)- achievement measure
 - + End of Course Tests (EOC)-achievement measure
 - + Iowa Test of Basic Skills (ITBS)- achievement measure
 - + COGAT achievement measure
 - + Amplify mClass Dibels-8 Reading Diagnostic Assessment
 - + Exact Path Reading and Math Diagnostic Assessments
 - + Istation Math Diagnostic Assessment
 - + Case 21 - achievement measure
 - + Naglieri Nonverbal Ability Test 2 (NNAT2)- ability measure
 - + Education Value-Added Assessment System's Student Trajectory Report (EVAAS)
 - + High Achiever Portfolio (grade level assessments, report cards, progress reports, behavioral talents, project based learning and community service contributions)
 - + MTSS differentiated supplemental intervention
 - + Student Interest Inventory

B. Halifax County Schools (HCS) has a well-defined criteria and well-established process for identifying gifted students. The explicit process provides several opportunities for evaluated students to demonstrate his/her aptitude, achievement and potential to achieve. Qualitative and quantitative data is utilized to develop a comprehensive learner profile. This information is provided in the HCS AIG Handbook and is shared with key stakeholders. The AIG District Handbook will explain the identification process in a clear and concise manner. A copy of the handbook will be found on the HCS website in English with an emphasis on translating the content in Spanish.

C. HCS will utilize three pathways for identification. The four pathways leading to identification align to the five areas of identification as recognized by North Carolina Department of Public Instruction: Intellectually Gifted (IG), Academically Gifted in both Reading and Math (AG), Academically Gifted in Reading (AR), Academically Gifted in Math (AM), and Intellectually and Academically Gifted (AI)

- The three pathways used by Halifax County Schools under the 2022-2025 AIG Plan are:
 - Pathway 1** (Qualification as Intellectually Gifted): ability test to qualify with a 90th percentile composite/partial composite on the ability test
 - Pathway 2** (Qualification as Academically Gifted, Academically Gifted – Rdg/Math): ability and achievement testing to qualify 90th-95th percentile on composite/partial composite on ability test OR 90th percentile on a content subtest on ability test AND either 90th percentile on achievement test in ELA Total and/or Math Total OR 2-year trend of scoring Level 4-5 on EOG/EOC in Math and/or ELA
 - Pathway 3** (Qualification as Academically and Intellectually Gifted): combination of ability and achievement testing to qualify 90th percentile composite or partial composite on ability test AND either 90th percentile on achievement test in ELA Total and/or Math Total OR 2 year trend of scoring Level 4-5 on EOG/EOC in Math and/or ELA.

Practice C

Ensures AIG screening, referral, and identification procedures respond to underrepresented 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.

District Response:

III. Underrepresented Populations

- Halifax is a county with the following demographics: 95%+ economically disadvantaged, 2% English Language Learners, 7% AIG, 14 Exceptional Children, 80% African American, 7% Hispanic, 6% American Indian, 4% White, 2% Two or more, and less than 1% Asian, Native Hawaiian. The majority of our students are the students that are typically underrepresented populations. The AIG team monitors the identification process to ensure that the underrepresented population who shows aptitude, achievement, or potential to achieve has equal opportunity.
- Halifax County Schools acknowledges the necessity to develop comprehensive representation of the traditionally underrepresented populations of the district's differentiated AIG services. Populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice exceptional.
- To ensure that AIG screening, referral and identification procedures respond to traditionally underrepresented populations, the assessments are administered individually and/or in small groups with appropriate accommodations and supports.
- Students will be provided additional opportunities to show their abilities through the use of performance assessments, which include student projects and work samples, team and/or group performance, teacher observation, teacher checklists, and student portfolios.
- Additional support solicited during the identification process will be provided by the Exceptional Children's (EC) and English Language Learners' (ELL) programs. The EC and ELL programs will also educate parents on the AIG criteria. All school-based support staff are included in the orientation for how to identify the gifted child (whole child).
- Professional development to expand understanding of giftedness and to address misperceptions about various student groups will be conducted. The AIG Team will develop a process for intentional screening and follow up with students who have participated in the district's focused K-3 Talent Development and Nurture Programming.

Practice D

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

District Response:

IV. District's Consistent Implementation Processes

- The district monitors the AIG screening, referral, and identification processes for consistent implementation processes across the district. The AIG coordinator ensures AIG implementation and monitoring resources are thoroughly communicated to schools (Tools: handbooks, brochures, letters, forms, implementation rubric, flowcharts, checklists, etc.) following the guidelines developed for monitoring screening, referral, and identification of AIG students are:
 - + Identified AIG students' service plans audited for review of DEP services and consistency in the flow of services.
 - + Newly identified AIG students' orientation includes a scheduled conference with a parent and

- guardians to assess service plans.
- + Quarterly meetings with AIG school representatives will be held to ensure that practices are systematic and routine. Meeting minutes will be taken and reviewed routinely to inform next steps.
 - + The AIG Department will provide education on the characteristics of gifted children from all populations, as well as traits that can obscure gifted behaviors.
 - + AIG Facilitators will conduct and participate in Professional Learning Communities and other staff initiatives to decrease stereotypical perceptions of the gifted student and increase the awareness of atypical gifted learners. Checklists and flowcharts will also be provided to principals, teachers, as well as posted on the district website.
 - + All AIG student documentation will be updated and housed in the student's cum folder. The AIG team will also maintain files of the documentation used for referral, screening, and identification.
 - + Elementary and secondary principals, parents, students, and essential stakeholders are initially made aware of the AIG screening, referral and identification processes during the scheduled August Back-to-School orientation trainings and meetings.
 - + The AIG specialist will facilitate the AIG informational/orientation meetings. Elementary and secondary principals will be provided informational AIG Program handouts, access to scheduled training, and support with recommendations for referral and identification processes.

Practice E

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

District Response:

V. Dissemination of Information

- Halifax County Schools will provide written communications regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community at large. These processes will be shared in multiple media communications throughout the school year to ensure that all stakeholders' awareness of AIG identification.
 - + The information will be organized in an electronic flow chart and checklists and housed on the district's webpage as well. The communication documents will be advertised in HCS' AIG brochures and updated student handbooks which will be distributed to parents and made available at elementary and secondary schools' front offices for community access.
 - + The brochures and handbooks will be posted on the district's website along with each individual school website. AIG facilitators will discuss the above information during professional learning communities, staff meetings, AIG representatives' meetings and AIG Advisory meetings.
 - + The AIG team will also encourage public interaction through contact and communications of FAQs. Ongoing updated FAQs will be addressed by email, district updates, newsletters, or phone calls.

Practice F

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/families and maintained in student records.

District Response:

VI. Documentation of AIG Identification Decision

- Halifax County Schools will provide for a monitored filing process to ensure the appropriate documentation of evidence gathered and analyzed to support the identification decision for each student and communication with parents or guardians.
- The district's procedures for maintaining AIG documentation of evidence for students are as follows:
 - + The AIG coordinator will secure the storage of all AIG student files on the campus of Aurelian Springs Institute of Global Learning Elementary Magnet School in locked filing cabinets.
 - + Each student's paper AIG file will be maintained with all evidence which has led to an AIG identification decision, data used to match each student to his or her academic, behavioral, and social-emotional programming options, and a log of the parent or guardian communication which includes the initial communications, scheduled meetings, parent signatures for provided copies of their student's documentation along with the signatures of all associated parties deemed appropriate, and anecdotal notes.
 - + Electronic features of PowerSchool will further document the identification evidence for each AIG student.
 - + Students' AIG files will be available at the campus level throughout the students' Halifax County Schools' attendance. Request for transfer of students' AIG files will be granted with the appropriate parent or guardian documented request. Upon graduation, each student's AIG file will be added to their cumulative data file for storage at central office.
 - + The AIG coordinator and AIG specialist will collaborate and align with all district protocols for maintaining AIG student documentation as deemed by the data manager, Director of Whole Child, and the Assistant Superintendent of curriculum & Instruction and Accountability.
 - + An end-of-year audit of AIG files will take place on the campus of Aurelian Springs Institute of Global Learning Elementary Magnet School during the months of June-July to ensure the review of each student's Differentiated Education Plan is implemented with fidelity, adjustments and readiness planning for the next school year is documented, and parent communications are current.
- The process by which AIG documentation is initially reviewed with parents or guardians is as follows:
 - + Letter of eligibility for AIG services and review of identification decision within two weeks of identification.
 - + Parent/guardian is included in the creation of their student's Differentiated Education Plan (DEP). the AIG Team will attend the initial AIG parent/guardian meeting to determine the student's services as well as review documentation for renewal. Policies and procedures for identifying AIG students will be shared through the use of the HCS AIG Parent Handbook. The handbook will guide parents, guardians, and students through the AIG evaluation, placement process, and service options. Parent and AIG Team signatures are acquired as necessary.

Ideas for Strengthening the Standard

- Gifted learners possess the capacity to think with more complexity and abstraction and learn at faster rates. They require challenging, differentiated curriculum and instruction which are developmentally appropriate and will prepare them for the future. To develop an alternative pathway for further development of Halifax County Schools' Gifted and Talented Program, a focus for external partnerships with higher education agency programs is underway (i.e., School of Math and Science, Chowan University). More access to needed resources and rigor will ensure students graduate ready for postsecondary education and work, well prepared to globally engage as a productive educated citizen.
- Gifted learners have unique social and emotional needs. They needs different than others of their age, experience or environment, and require access to appropriate support systems and counseling to assure their affective well-being. To improve awareness of the Halifax County Schools' AIG program, the AIG Team will begin a heightened emphasis on the gifted learner with an emphasis on more intentional spotlighting with the Public Relations Department, soliciting of participation into the AIG certification program, access to AIG professional development modules, sharing of AIG literature with teachers and other personnel involved in the delivery of AIG services who have the necessary knowledge, skills, and understandings to meet AIG students' needs.
- Halifax County Schools' students have limited educational opportunities and are shaped by their early education experiences which form future learning habits. To provide access to additional exposure such as the integration of Arts, students will engage quarterly in the project-based learning Design Thinking Principals, STEM and STEAM to appropriately challenge and engage students in their potential to develop and optimize ability sets.
- Gifted learners from under-represented populations who are culturally/ethnically diverse, and economically disadvantaged, require purposeful and intentional support to ensure that their potential is recognized, developed, and served. To increase conversation with school administrators and staff, Halifax County Schools' AIG Team will schedule shared access on district teams' weekly PLC agendas (CIA Team, Directors of Elementary & Secondary Education, Whole Child, and Public Relations) to ensure AIG collaboration and updates are timely, opportunities for administrative awareness and feedback, response to questions, and changes in AIG narratives are monitored.

Sources of Evidence

- PLC Attendance Logs
- AIG Extended Learning Partnerships
- AIG Meeting Agendas and Minutes
- AIG Certification Enrollment
- District Professional Development Matrix Offerings and PLC Agendas (STEAM/STEM, Project-Based Learning, Social-Emotional Learning for the Gifted Student)
- Vendors and Fieldtrips

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.

District Response:

- I. **AIG Program Comprehensive Services (variety of personnel; alignment to students' advanced learning needs and AIG identification).**
 - **The Halifax County Schools' 3-year AIG Plan will provide for the incremental rebuilding and establishment of its K-12 AIG Program. The district's current AIG Program is understaffed. To ensure the academic and intellectual needs are addressed within each K-12 grade level, classroom environment, and setting through a range of AIG services, recruitment of additional personnel, professional development in a Mindshift ("one size offerings do not fit all" are needed. The rebuilding of the AIG Program is embedded in the AIG service plan and includes the elementary (grades K-2 and 3rd-5th), middle school (grades 6th - 8th), and high schools (9th - 12th) grade levels, classroom environment, and setting. Services provided will reflect programming designed to meet the needs of the student, rather than the student adjusting to a program.**

General Actions:

1. **Variety of Personnel:** The AIG Coordinator will work collaboratively with the office of Human Resources and high school principals in the recruitment of AIG teachers to ensure students in honors level classes are served by a teacher that understands and responds to the needs of gifted/advanced learners as outlined in Standard 4d. AIG-licensed specialists will be employed at every K-8 school and will be responsible for overseeing the school's AIG program implementation and direct support to identified students. The AIG Specialists will collaborate with classroom teachers, counselors, and other staff members to ensure students' services match their needs.

2. **Advanced Learning Needs**

In alignment to Policy Code: 4155 Assignment to Classes all parents and guardians may submit to the principal written requests for assignment or reassignment of their children so long as the parents provide a compelling reason for the request.

- Parents and guardians seeking rigorous academic and intellectual placements of identified AIG students will be required to meet with the AIG Team and/or school team (which includes district input) to determine AIG adjustments or placement.
- The AIG Team and School Teams shall balance any individual request for assignment or reassignment against the welfare of other students and the efficient operation of the school which includes general statutes for class size, allotments, and waivers from standards if necessary.
- The AIG Team and School Teams are encouraged to seek input from the professional staff in making AIG service decisions.
- Educational program placement for a newly enrolled student, school administrators shall initially honor placement of the student in educational programs based on current

educational assessments conducted at the school in the sending state or participation/placement in similar programs in the sending state. Such programs include, but are not limited to, academically or intellectually gifted (AIG) programs and English as a Second Language programs.

- Placement flexibility is encouraged in school administrators' waiving of course or program prerequisites or other preconditions for placement in courses or programs offered by the school system.
- In accordance with the McKinney-Vento Homeless Assistance Act and the North Carolina State Plan for Educating Homeless Children, based on individual need, homeless students will be provided academically or intellectually gifted (AIG) services.
- The AIG Team and MTSS School Teams will work collaboratively to seek out new and innovative ideas in curriculum as additional avenues to achieve goals and objectives of the AIG academic and intellectual gifted educational program.
- School administrators are encouraged to take advantage of community resources in order to enhance and enrich the AIG learning process.
- Parental involvement is vital and encouraged in the development and implementation of new programs and plans for innovative projects.
- The AIG Team and High School Teams are encouraged to seek community resources, including businesses that can effectively contribute to the advancement of educational goals. Resource persons in the community may be used in the classroom to help with teaching the prescribed curriculum.
- High school (9-12 Grade levels, Classroom Environment, and Setting)
 1. AIG Team will assist the high school teams in their endeavor to partner with local career and technical education (CTE) businesses to facilitate high school-to-work partnerships, job shadows, Earn While You Learn internships and apprenticeships.
 2. The AIG Team will collaborate with the career and technical education (CTE) administrator to ensure certification and credentials offerings to best meet workforce needs in planning rigorous educational programs.
 3. The AIG Team will work collaboratively with high school counselors to suggest supplemental or modified course offerings in accordance with curriculum development policy 3100.
 4. The AIG Team will seek out pilot project and educational program offerings with respect to state and federal laws and regulations. Parents and guardians of an AIG student in applicable federally funded programs may review all instructional materials used in connection with pilot programs.
- Access to High School advance Courses:
 1. Honors courses will be offered in each high school to challenge students appropriately in their area of identification or area of interest.
 2. Dual enrollment offerings at the comprehensive high school or enrollment in the Halifax County Early College High School.
 3. Opportunities for engagement in independent studies
 4. Documented considerations for grade acceleration
 5. Extended Learning Opportunities: Credit by Demonstrated Mastery
 6. Access & connectivity to advance placement (AP) courses

- **High School Service Setting**
Halifax County Schools is committed to the differentiation of all high school students' academic and skill needs. Therefore, all high schools' master schedules are required to reflect scheduling of daily supplemental, intensive intervention, and enrichment sessions/Flex Time. AIG high school students are able to utilize the designated session times to meet their advanced needs for the following:
 1. Face-to-Face protected weekly 30-minute academic coaching session within the school's master schedule.
 2. Face-to-Face protected weekly 30-minute enrichment blocks of pullout services within the school's master schedule.
 3. Face-to-Face protected weekly 30-minute consultation sessions by way of Zoom and/or Google meets within the school's master schedule.
 4. Face-to-Face protected weekly 30-minute session for engagement in independent studies within the school's master schedule.
- **The AIG department will strengthen the service options as it pertains to academic, intellectual, and social abilities of the AIG students. It is our goal to implement core subject mandates to benefit all AIG learners. BOY district professional development will be scheduled for the review of elementary and secondary DEPs with teachers, specialists, and guidance counselors with access to students' Differentiated Education Plans (DEPs).**
 1. Service delivery will include students' DEP and IEP/504
 2. The AIG Team will communicate the effective MTSS infrastructure to meet AIG students' academic and intellectual needs through: scheduled space and time for communication, collaboration, data-based problem solving, and service delivery within a three-tiered MTSS model
 3. Communication of service delivery options will vary in duration and intensity during scheduled periods designated specifically for intervention and/or enrichment as part of an MTSS.
- Halifax County Schools seeks to offer a broad continuum of curriculum services to meet the diverse needs of the whole child and does not discriminate against students with exceptionalities. The AIG department will continue to serve and build on academic skills and knowledge through rigorous instructional practices with fidelity to the AIG standards, NC Standard Course of Study, and social-emotional learning standards.
 - The AIG department will provide for a comprehensive range of services to meet the specific needs of students across all grade levels to ensure equitable opportunities, service options, and alignment with curriculum & instruction district initiatives. Additional services provided will include the following:
 1. Parent & Student Forum: The AIG Team will survey parents and students' input for strengthening the AIG service program on a semester basis and share the feedback with parents for planning of next steps.
 2. Nurture Group Parent Meetings: The nurture group parent meetings serve as enhancement opportunities for K- 12 parents of high achievers to engage in conversations around the stimulation and enhancement of students' creativity, critical thinking, and building intellectual development. The nurturing services will reflect programming designed to meet the needs of the student, rather than the student adjusting to a program. The K-12 services will include the utilization of

district recommended supplemental resources and supports and access to the 70 to 90-minute block small group sessions. The K-12 enrichment groups will be pulled during their designated daily core blocks for supplemental/enrichment support. A minimum of 30-minute sessions will take place three times per week.

3. AIG Enrichment Groups: The AIG enrichment groups caters to the academic, social and emotional needs of secondary, middle school, and elementary grades 3-5. The students will be provided exposure to other AIG students across the district by way of zoom meetings and google meets. The platform will provide for equal access to support personnel. Students will have access to whole-group lesson sessions, tutoring sessions, one-to-one social-emotional support, and tailored lesson content.

- **Middle School (6th - 8th Grade levels, Classroom Environment, and Setting)**

1. The AIG Team will seek out pilot project and educational program offerings with respect to state and federal laws and regulations. Parents and guardians of a middle school AIG student in applicable federally funded programs may review all instructional materials used in connection with pilot programs.

2. **Service Setting**

Halifax County Schools is committed to the differentiation of all middle school students' academic and skill needs. Therefore, all middle school's master schedules are required to reflect scheduling of daily supplemental, intensive intervention, and enrichment sessions/Flex Time. AIG students are able to utilize the designated session times to meet their advanced needs for the following:

5. Face-to-Face (protected) weekly 30-minute academic coaching session within the school's master schedule.
6. Face-to-Face (protected) weekly 30-minute enrichment blocks of pullout services within the school's master schedule.
7. Face-to-Face (protected) weekly 30-minute consultation sessions by way of Zoom and/or Google meets within the school's master schedule.
8. Face-to-Face (protected) weekly 30-minute session for engagement in independent studies within the school's master schedule.

- **The AIG department will strengthen the middle school service options as it pertains to academic, intellectual, and social abilities of the AIG students. It is our goal to implement core subject mandates to benefit all AIG learners. BOY district professional development will be scheduled for the review of middle school DEPs with teachers, specialists, and guidance counselors with access to students' Differentiated Education Plans (DEPs).**

1. Service delivery will include students' DEP and IEP/504
2. The AIG Team will communicate the effective MTSS infrastructure to meet AIG students' academic and intellectual needs through scheduled space and time for communication, collaboration, data-based problem solving, and service delivery within a three-tiered MTSS model
3. Communication of service delivery options will vary in duration and intensity during scheduled periods designated specifically for intervention and/or enrichment as part of an MTSS.

- The AIG Team and Middle School Teams are encouraged to seek community resources, including businesses that can effectively contribute to the advancement of educational goals. Resource persons in the community may be used in the classroom to help with teaching the prescribed curriculum.
- Access to Middle School Advance Courses includes:
 1. Honors courses to challenge students appropriately in their area of identification or area of interest.
 2. Middle School identified AIG students will have the opportunity to participate in dual enrollment offerings at the comprehensive high school or enrollment in extended learning online courses.
 3. Opportunities for engagement in both collaborative and independent studies
 4. Documented considerations for grade acceleration
 5. Access & connectivity to advance placement (honors' courses, Duke University Talent Identification Program, John Hopkins Center for Talented Youth, All Arts, Science & Technology Camp, Science and Math Interactive Learning Experiences, School of Math and Science, Chowan College Camp)
 6. Group Consultations: Checkpoints to meet with students and address their academic or emotional needs and concerns. Students are provided information and exposure through workshops on career opportunities, PSAT or SAT prep and college prep. The workshops are provided throughout the year.
- **3-5 Grade levels, Classroom Environment, and Setting)**
The AIG department will strengthen the elementary school (grades 3-5) service options as it pertains to academic, intellectual, and social abilities of the elementary AIG students. It is our goal to implement core subject mandates to benefit all elementary AIG learners. BOY district professional development will be scheduled for the review of elementary school DEPs with teachers, specialists, and guidance counselors with access to students' Differentiated Education Plans (DEPs).
 1. Service delivery will include students' IEP/504
 2. The AIG Team will communicate the effective MTSS infrastructure to meet AIG students' academic and intellectual needs through scheduled space and time for communication, collaboration, data-based problem solving, and service delivery within a three-tiered MTSS model
 3. Communication of service delivery options will vary in duration and intensity during scheduled periods designated specifically for intervention and/or enrichment as part of an MTSS.
- The AIG Team and Elementary School Teams are encouraged to seek community resources, including businesses that can effectively contribute to the advancement of educational goals. Resource persons in the community may be used in the classroom to help with teaching the prescribed curriculum.
- Access to the elementary schools' rigorous core content engagement includes:
 1. Small group differentiated and integrated reading, math, and/or science NC Standard Course Of Study to challenge students appropriately in their area of identification or area of interest across appropriate grade levels

2. AIG DEP pullout support
3. Opportunities for engagement in both collaborative and independent studies
4. Documented considerations for grade acceleration
5. Access & connectivity to advance placement (honors' courses, Duke University Talent Identification Program, John Hopkins Center for Talented Youth, All Arts, Science & Technology Camp, Science and Math Interactive Learning Experiences, School of Math and Science Camps, extended learning opportunities (STEAM/STEM Camps;)
6. Group Consultations: Checkpoints to meet with students and address their academic or emotional needs and concerns. Students are provided information and exposure through workshops on career opportunities, PSAT or SAT prep and college prep. The workshops are provided throughout the year.

4. **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.

District Response:

II. Social and Emotional Needs of Gifted Learners across All Grades and Learning Environments

- The district's AIG Service Review Team will include representation from: AIG specialists, school administration, elementary and secondary teachers, parents, students, counselors, itinerants, and higher education representatives who will serve as the collaborative planning advocates for Halifax County Schools' AIG students. The AIG Team representatives will act as the planning and design team to meet, survey, & analyze data and services provided to AIG students. The representatives will come prepared to share crucial information regarding student acclimation and program updates to ensure all stakeholders are made aware of the different services and equal opportunities available for strengthening the AIG Program offerings. The team will meet 3 times per year (BOY, MOY, EOY).
- Halifax County Schools' 3-year AIG program will align with district policies and practices that are already in place in accordance with the district's vision, mission, and strategic plan to provide for AIG students' social and emotional learning needs.
 - The AIG Team will assist the elementary and secondary school teams in the planning of AIG social-emotional guidance and counseling programs to assist students' performance by implementing strategies and activities that support and maximize AIG student learning; help AIG students to grow in their personal and social development; provide a foundation for AIG students to acquire the skills that enable them to graduate career and college ready and prepared to be lifelong learners.
 - The principal of each elementary and secondary school will secure the development of a counseling program that is data-driven and meets the objectives of the State Board of Education's comprehensive school counseling program curriculum and the academic, career, and social/emotional developmental needs of the AIG population at the assigned school.
 - The comprehensive K-12 AIG program accordingly will include individual and group counseling, classroom presentations, academic advising, career development

services, consultation, parent education, and other responsive services. Mental health professionals or community agencies that specialize in social and emotional wellbeing will be matched with guidance counselors to promote professional development that supports the unique needs of gifted students.

- Social-emotional learning: The AIG School Team will encourage and attend PLCs as needed to assist elementary and secondary school teachers, guidance counselors, and specialists with access to social and emotional goals and service information on student Differentiated Education Plans (DEPs).
- AIG students will receive social and emotional support from the classroom teacher, guidance counselor, mentors, school administrators, and extended learning partnerships (i.e., school clubs, curriculum program supports, itinerants, and tutors).
- Halifax County Schools uses the Conover Program during AIG sessions in order to be proactive in addressing general social emotional needs of the AIG students. AIG facilitators create a list of names throughout the year according to referrals and/or observations. This list contains names of students that may need additional support in this area.
- AIG facilitators communicate with school counselors at their district meetings or individually at their schools. Updates are given via email or face-to-face on the progress of the student that has been referred. Counselors and AIG facilitators communicate with classroom teachers strategies of how to support the students. Small groups sessions may discuss topics such as perfectionism, test anxiety or underachievement.
- AIG facilitator and counselors provide for quarterly site team meetings to discuss services within the school. Create a system of sharing AIG student data and AIG services to instructional staff at the beginning of each year to ensure effective continuation of K-12 services. AIG facilitator and counselors discuss continuation/exit of the small groups at the end of each year.
- The School-Based AIG Team, District AIG Team, Curriculum & Instruction Team, Student Services Team, English Learner and Whole Child Team will meet collaboratively per benchmark (BOY, MOY, EOY) to share information and problem solve issues around supporting the holistic development of gifted learners. Together, this team will function as the AIG support team that invites key stakeholders such as teachers, counselors, other instructional support staff, and administrators to focus on and plan for social and emotional needs of gifted learners.
- The AIG students' Differentiated Education Plan (DEP) will include strategies to meet the social and emotional needs of the whole child.
- The elementary and secondary district and school wide MTSS teams and grade level/departmental PLCs will be utilized to share tools and resources with teachers and other staff that support the social and emotional development of AIG students.

Practice C

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

District Response:

III. Integrates and Connects the AIG Program and Services with District's Priorities and Resources

- **Halifax County Schools Curriculum, Instruction & Accountability (CIA) Team communicates and collaborates with departments to share updates and ensure appropriate implementation of student services are integrated and connected with various other district priorities. The district emphasizes the following across the district with benchmark monitoring tools:**
 - 1. Valuing and Protection of Instructional Time to close student deficits and raise student achievement.**
 - 2. High Profile on Teaching and Learning to raise student achievement.**
 - 3. Rigorous Student Engagement to increase the quality of students' work and work habits.**

The priorities listed above are embedded in the planning and implementation of teaching and learning across all grade levels. The AIG program standards fits within the priorities and easily embeds as the framework for facilitation of AIG services. The integration of the AIG Coordinator and AIG Specialists into school teaming structures and MTSS infrastructure is intentional, so that the AIG Program and gifted students can be consistently represented with quality decision making and advocated for in the MTSS context which occurs throughout the instructional day.

- **Halifax County Schools has developed flexible grouping practices to encourage the achievement and growth of AIG students. The blended instructional blocks provide for such engagement. The use of cluster grouping is encouraged across the different grade levels. Weekly cluster groups of accelerated instruction and activities will be administered to like groupings with the opportunity to expand the groupings as needed. Zoom services and programs are research-based practices and aligned to the delivery of state and local standards. Students will have access to varied content instructional personnel and multi-classroom lead teacher—who will work closely with selected grade levels by providing demonstration lessons, formative feedback, and co-teaching for teachers. AIG Specialists will collaborate with parents and communicate with teachers and support staff to enrich the social, emotional, and academic status of the AIG students as well as differentiate practices.**
- **The CIA Team is a part of the District Task Force Team who reviews and drafts recommendations to the superintendent to inform board policies and best practices when serving twice exceptional (2E) children and English Learners.**

Practice D

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

District Response:

IV. Halifax County Schools will govern the AIG program according to Article 9B (N.C.G.S.115C- 150.5). In essence, the quality of the AIG program will challenge students to aim for academic excellence. Therefore, it will be the AIG Team's goal to provide

flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs will have flexible opportunities to receive accelerated support during:

1. The scheduled daily 90-minute block in whole group, small group, and one-to-one
 2. The scheduled daily supplemental/intervention blocks
 3. Blended digital personalized learning pathways
 4. Project-Based Learning (Design Thinking Principles)
 5. Online modules (independent practices)
- The AIG Coordinator will inform elementary and secondary administrators, support staff, and teachers of these delivery options and other enrichment opportunities for AIG students accordingly. All state regulations regarding the gifted as stated in article 9B will be adhered to.
 - The AIG plan will be made accessible to the community, parents, and HCS' students and employees through the Halifax County School website. HCS Board of Education, Superintendent, Assistant Superintendent, Principals, and AIG Representatives will be provided electronic access to the AIG Plan. The AIG program provides brochures to parents of newly identified students. Additional brochures will be placed in the offices of every school. AIG personnel will provide staff development and training on the implementation of the AIG program components and practices within the regular school day. Surveys will be conducted BOY, MOY and EOY in preparation for the following school year.

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.

District Response:

IV. Awareness: Delivery of Differentiated Services and Instruction Regulations for Gifted Education

- **The AIG team will provide elementary and secondary administrators, teachers, counselors, and other staff with clear and concise messaging and maintain effective modes of written and digital communications for the implementation practices of K-12 AIG enrichment services.**
- The AIG Team develops, utilizes, and shares common BOY, MOY, EOY benchmark presentations when sharing about the AIG program and services and make them available for all school teams and district stakeholders to use in school level meetings.
- The AIG Team develops a "101 AIG Informative District Presentation" for schools that covers the local elementary and secondary AIG implementation plans and specific grade levels, classroom environments, and setting offerings.
- The AIG Team schedules district and school awareness communications of the integration of AIG program standards, legislation, and regulations around gifted programming into locally offered professional development, administrative meetings, and site team meetings. Facilitates the discussion on how the district's AIG program provides instructional services for gifted learners with teachers, administrators, and support staff during grade level, team, and onsite staff meetings.
- The AIG Team secures the delivery and review of the District AIG handbook for AIG personnel containing key information about the local AIG plan and gifted learners at the

BOY professional development planning (Tools: AIG District Handbook, AIG Quick Guide, AIG FAQ document, brochure, video) is specifically designed to engage all stakeholders' understanding of the essential components of the district and schools' aligned AIG programs and practices.

- The AIG Team will secure specific calendar dates with school administrators to discuss the delivery of differentiated services and instruction for AIG students within an MTSS and additional opportunities to communicate and collaborate with interested stakeholders who can support the schools' AIG Program through partnerships.

Practice F

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

District Response:

VI. Communication Plan Between Teachers and School Teams

- Halifax County Schools believes communication among all stakeholders is paramount in order to address the comprehensive academic, social and emotional needs of AIG students. School teams consists of representation from administration, counseling personnel, regular education teachers, AIG facilitators, and other necessary stakeholders. However, representation on a team does not provide for total teacher awareness. Therefore, the AIG Team will encourage principals to share their AIG updates onto their weekly communication mediums: meeting agendas, newsletter, and email to ensure depth of AIG awareness.
 - It is the AIG Team's goal to implement strategies to ensure that all stakeholders understand possible change in services at the different school levels. The transition plan for each student will be discussed prior to the end of the school year.
 - Each school, teacher, parent/guardian, and student will receive an overview of the types of services that are offered at the next grade during the review of Differentiated Educational Plan (DEP) meetings.
 - As students transition from one school level to the next, the students are given a tour of their new school. Students are also able to explore classes that are available. The students are also introduced to their potential teachers. A connection is made with the school counselor and AIG Representative of the new school to build a foundation for any challenges that may occur during the transition.
 - The AIG Specialists, teachers, counselors and principals at each school communicate to discuss student needs, strengths, weaknesses, and social and emotional concerns. Student DEPs/ IDEPs are further discussed each year with the school teams to promote fidelity to implementation strategies and practices long-term student progress. New information is updated each year in PowerSchool to ensure smooth transitions from school to school or other counties.
 - Documentation within this system would include:
 - 1) how the AIG student was identified
 - 2) how the student is currently being served
 - 3) information regarding academic, intellectual, and social and emotional needs of the student to ensure a supportive transition (especially when there are unique needs)
 - 4) how the student's services should change in the next grade span.
 - 5) Invitation to "receiving" feeder grade levels/schools to review service program, student goals, and services at the next level.

- The School Teams collaborate with classroom teachers and school admin to organize transition visits from feeder schools to the middle school and high school level where changes in services are discussed.
- Collaborative transition meetings between grade levels and grade spans are to be scheduled in March-April to develop student DEPs which includes school counselors, administrators, AIG Specialists, parents, and classroom teachers.
- The AIG Coordinator will collaborate with the elementary and secondary directors to secure rigorous extended learning program options to support the transition between 5th & 6th grades, 8th and 9th grades, and 12th to Higher Ed. The AIG Team will partner with the EL and EC Departments to establish collaborative transition meetings for twice exceptional and EL/AIG students.

Practice G

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response:

VII. Acceleration Opportunities

Halifax County Schools recognizes the importance of providing the best extended educational experiences for its students. This includes providing additional opportunities for academic advancement for AIG students during the course of the school year and summer enrichment opportunities.

- In high school, students may take honors courses in all core content areas: advance biology, advance math and advance literature classes. Students may elect to participate in dual-enrollment program with the local community college.
- Halifax County Schools offers a Halifax County Early College. This is available for all students, not just AIG, who meet the specific criteria.
- CDM remains an instructional practice that will help to differentiate and accelerate students who have a clearly expressed need. In compliance with DPI regulations, HCS offers Credit by Demonstrated Mastery. All middle school students, including AIG students, may participate in advance courses in Math and ELA. Students who score in the top twenty percentile on their corresponding EOG or achieve a score of 90 or better in the designated course, may elect to participate.
- Credit by Demonstrated Mastery is available in the middle school as well. Elementary schools will allow flexible grouping in both reading and math. The flexible grouping is based on the district's discretion.
- Typically, students who are successfully exceeding mastery in reading and/or math are invited to be grouped with students in a higher grade.
- High achievers are permitted to skip a grade when the appropriate documentation is acquired and in alignment with the student's social-emotional maturity, academic advancement, and age.

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.

District Response:

VIII. The Halifax County School District AIG Plan is inclusive of all AIG learners. The traditionally underrepresented populations are encouraged to participate in all activities of the district and school programs. The services for these populations are generally provided in small groups or individual sessions.

- It is the AIG Team's goal to provide service options that meet the needs of all identified students. The DEPs are data-driven and provide tailored services to best of the district and schools ability to meet student needs.
- AIG personnel and other pertinent staff use quantitative and qualitative data from benchmark assessments, standardized tests, and teacher observations to make lists for accelerated opportunities accordingly.
- The district and school seek external and internal extended learning partnerships to broaden access to advanced learning opportunities across the K-12 continuum (i.e., online course modules, afterschool enrichment programs, internships and apprenticeships offerings, etc.)
- Such external and external learning partnerships and opportunities are in alignment with district policies: 3003 Academic Achievement; 3100 Curriculum Development; 3101 Dual Enrollment; 3102 Online Instruction; 3110 Innovation in Curriculum and Instruction.
- Opportunities to participate in Credit Demonstrated by Mastery(CMD) provides insight into students' deep understanding of content without course enrollment or seat time.
- The [CDM Procedural Guide](#) from Accountability Services is updated each year to support testing and accountability directors in ensuring appropriate steps are taken to follow the CDM policy. The guide includes procedures for setting up test administration sessions for state-administered assessments within the outlined testing windows and procedures to ensure students receive appropriate credit upon successful completion of the CDM process. The CDM talent development opportunities (practices) are available and offered to bring out and develop AIG student's strengths and talents.
- See Standard 1 District Response for how data is utilized to determine intentional talent development practices that are employed in the district and to respond to all student groups, including underrepresented populations (culturally/ethnically diverse, economically disadvantaged, English Learners, highly gifted, or twice exceptional) and how the examination of data impacts the mindsets of various stakeholders.

Practice I

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

District Response:

XI. Halifax County Schools strives to meet the needs of all AIG ethnic groups in all content areas. Students are given opportunities to work in a method that is designed to help reach their full potential using independent study, contracts, distance learning and or online classes.

- Some will be invited to participate in the School of Math and Science, Governor's School, Pages for the State, Labs for Learning at the School of Math and Science, local and distant competitions, and camps to enhance and expand their educational plan.
- Some creative activities have been initiated and student led because of student interests, such as AIG Challenge Days, Leadership Trainings and Collaboration Days. These activities may occur during the school day or in before and after school programs.
- Halifax County Schools' AIG Plan promotes well-roundedness and establishes events and programs for all identified AIG students to excel per acquired resources and budgets. Students are encouraged to participate in fieldtrips, competitions, sports of interest, band, or other school clubs.
- The AIG Specialists will develop a calendar of competitive events throughout the school year for participation for all grade levels across the district and external mediums to develop important social emotional and academic skills.
- All students will participate in school level, district-wide and with neighboring schools in Spelling Bee competitions. Teams will be formed at the elementary and middle school levels for battle of the books competitions. The winning teams will compete with neighboring school district to declare a winner. High school students will participate in Quiz Bowl. We will also sponsor system-wide AIG Interest Projects, and Cultural Plays, Quiz Bowl for middle schools. AIG Personnel along with high school media specialists have implemented a "Black History Quiz Bowl" that includes area high schools during the month of February.

Ideas for Strengthening the Standard

- Consider re-evaluating the AIG budget to increase awareness and secure the addition of two AIG specialist
- Published BOY, MOY, EOY AIG Events Calendar
- Differentiated lesson plan support for regular education teachers

Sources of Evidence

- Addition of AIG personnel
- Shared Events Calendar
- Access to Differentiated Lesson Plan Support Portal

Standard 3: 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.

District Response:

- I. **The National Association for Gifted Children states, "A curriculum for high potential students should be aligned with the state and national standards, and the district level scope and sequence; it should supplement and extend the regular classroom." Halifax County Schools (HCS) strives and uses the Guiding Principles and Best Practices shared in this publication. The AIG Team has developed district expectations around differentiating the core curriculum (English language arts, mathematics, science, and social studies) content for students with the above considerations:**
- Instructional staff are expected to use the grades K-12 NC Standard Course of Study (NC SCOS), Grades K-12 District Pacing Guides/Curriculum Maps, and NC Digital Learning Standards as an entry point for planning differentiated core lessons to meet the needs of all students, align with the NC SCOS assessments, and the district's K-12 curriculum core & supplemental resources.
 - Strategic use of instructional time is essential throughout the school day. Each elementary and secondary school will operate by a master schedule which maximizes rigorous student engagement. Engagement includes equitable access to daily 70-to-90-minute core instructional blocks and 30 to 45 minutes of collaborative small grouping and/or personalized learning to meet the differentiated needs of high achievers and under achievers with similar abilities, interest, and social emotional needs. Students engage in core content, electives, intervention/enrichment blocks. Instructional staff are expected to implement both whole group and small group differentiated instruction on a daily basis with an emphasis on less whole group. Each school provides for 1:1 devices to assist accelerated learning. Students are able to work collaboratively within external & internal pathways for ability and interest grouping across the district through Google Classroom/Meets, Zoom, & Schoology. The district's MTSS process focuses the delivery of core, supplemental, and intensive intervention lesson offerings with an emphasis on differentiated core curriculum, environment, and resources.
 - The district's MTSS process provides the structure for all students to receive aligned NC SCOS opportunities for enrichment, extended learning, and acceleration throughout the day. This process is monitored through the district's walkthrough form. School brandings (i.e., Restart, Leadership, Global Learning, STEM, STEAM, Technical & Collegiate Prep, and Early College) play an important part in the schools' differentiated extended learning opportunities. Each school is expected to implement rigorous student engagement which includes a combination of but is not limited to:
 1. project-based learning with an emphasis on design thinking principles (empathize, define, ideate, prototype, and test)
 2. formal, informal, and base collaborative grouping with grouping norms which provides for similar abilities and interest
 3. daily scheduled personalized learning with an emphasis on accelerated & enrichment learning pathways (homework, enrichment, modules &

- electives, self-paced learning)
4. blended and social-emotional learning with an emphasis on choice boards, playlists (i.e., Knowledge & Understanding, Collaboration, Research, Independent Study) and cognitive visual, auditory, and kinesthetic learning styles.

II. It is the goal of the AIG Team to ensure gifted students are receiving adequate enrichment, extension, acceleration opportunities and support at the classroom level according to their Differentiated Education Plan (DEP).

- AIG Facilitators and classroom teachers plan and provide for students' Differentiated Education Plan (DEP) accordingly to meet the diverse needs of identified gifted learners. The district has purchased high quality core reading, math, science, social studies curriculum programs that address the needs of at-level, below level, and above level achievers in extended learning options through offline and online resources to enhance the learning experiences of all students.
 - Advanced 7th grade math curriculum and Physics curriculum have been purchased. High School teachers have digital access to the Next Generation National Standards in science by way of the recent STEMScopes science curriculum purchase.
 - The AIG Team will facilitate training in the use and access to the NC DPI Curriculum Resources and use of external partnerships' (higher ed.) lesson planning resources and tools of interest to support quality enrichment lesson design practices.
 - In all cases, differentiated strategies and instruction are designed to support, enrich, extend and accelerate the regular education curriculum. Additional differentiated curriculum purchased by the gifted program and schools begin with a review of DEPs, common needs, and interest. The purchases assist with the modification of content, processes, products, and social-emotional learning environment.
- **HCS accommodates high level learners by supplementing and extending the goals and objectives in the Standard Course of Study. Students benefit from exposure (models and learning activities) that challenge and enhance critical thinking and communication skills to accelerate their giftedness. Using research-based instructional strategies and exposure opportunities, they develop healthy attitudes toward school and their school community in which they can apply their giftedness.**
- Halifax County Schools' elementary and secondary AIG students benefit from the enrichment activity of visiting colleges and participating in college fairs (i.e., Duke, ECU, UNC-Chapel Hill, Chowan University, Elizabeth City State University, etc.). In addition, we tour the North Carolina School of Science and Math. Our rising 9th graders have the opportunity to apply for the program Step-Up to STEM. Guest speakers, Rosetta Stone Spanish, independent studies of interest and Khan Academy have been successful strategies to support the AIG students in middle and high schools.
 - In PLCs, MTSS Team, classroom teachers, Opportunity Culture teachers, and instructional coaches are expected to analyze AIG students' data from ongoing benchmark assessments that predict progress (i.e., Case 21, Common Formative Assessments (CFA), and EVAAS) student outcomes to ensure these students are on track for showing academic growth (meeting/exceeding their trajectory score). Therefore, formative and summative data will reflect the enrichment, extension, and acceleration in the AIG students' DEP).
 - AIG teachers will work collaboratively with the regular education classroom teachers to develop lessons which are extensions to the Standard Course of Study to direct the quality of lesson enrichment, extension, and acceleration.

- With an increase in elementary and secondary AIG staff, equitable scheduled AIG push ins will be done in regular education classrooms by AIG facilitators to model enrichment, extension, and acceleration practices.
- The AIG students will participate in activities that are designed to accelerate their learning through the use of digital programs (i.e., iReady, Edmentum Suite, Study Island, Istation, and PBL programs which addresses all grade levels. The programs are aligned with the standard course of study and will accelerate learning based on the students' performance on core lessons. These pull-outs are opportunities for the AIG students to work with peers of similar interest and ability in an accelerated setting.
- AIG summer enrichment, extension, and acceleration camp offerings will be performance based and designed to further develop AIG students' interest and understanding of project-based learning through STEM & STEAM. Camp will range from one to three weeks.

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.

District Response:

II. Halifax County Schools utilizes its Multi-Tiered System of Support components to facilitate the bases for gathering information to begin the writing of identified AIG students' DEP. The diagnostic data is also utilized to solidify the recommendation for developing students' DEP portfolios.

- Grouping strategies will be used to maximize instructional opportunities for students who perform or show the potential to perform at higher levels as compared to others of their age, experience and environment.
- Identified AIG students will be offered a variety of instructional and learning opportunities (i.e., Advanced Placement, Concurrent or Dual Enrollment, Mentoring, curriculum enhancement programs, dense subject/content matter acceleration, 21st Century skills: problem solving, communication and collaboration) which may occur during in-school or afterschool programs.
- Advanced communication and research skills will be developed through Socratic and paideia seminars, public speaking and debates.
- The AIG facilitator will work collaboratively with classroom teachers to model/co-teach lessons to ensure comfortable implementation of given strategies.
- Technology will be employed via the high school cyber campus and virtual learning classes at the middle and high school levels. In addition, middle and high school students have the opportunity to participate in classes using the STEM labs.
- Resource pull-out sessions with the AIG teachers will include the facilitation of challenging lessons to our academically gifted as well as intellectually gifted students. Examples are project-based learning and enrichment clusters.
- Whole group and small group instruction, brain-based learning stimulating activities and enrichment clusters are based on student interests and identifications. These are effective strategies used to augment curriculum and instruction. They also accommodate the various learning styles and interests of our gifted students.

Practice C

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

District Response:

III. Evidence-Based Resources

- **The Department of Public Instruction’s curriculum and AIG resources are referenced throughout the planning process. Curriculum instructional practices must be aligned with the students demand of a differentiated style of learning.**
- **The district has selected the area of Mathematics as an area of interest for building all students’ academic development. Therefore, all math instructional staff will be encouraged to utilize the following best practices to enhance the planning, delivery, and acceleration of math lessons:**
 1. Unpack mathematics standards to establish the delivery of achievable SMART goals to focus mathematical learning.
 2. Implement mathematical tasks that promote reasoning and problem solving
 3. Use and connect mathematical representations to previous learning
 4. Facilitate meaningful mathematical discourse with an emphasis on real world application
 5. Pose purposeful real-world questions
 6. Build procedural fluency from conceptual understanding to ensure transfer of abstract learning.
- **Instructional practices are aligned with the mathematical shifts.**
 1. **Greater focus on fewer topics: focus deeply on the major work of each grade span. This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.**

In grades:

K–2: Concepts, skills, and problem solving related to addition and subtraction

3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions

Grade 6: Ratios and proportional relationships, and early algebraic expressions and equations

Grade 7: Ratios and proportional relationships, and arithmetic of rational numbers

Grade 8: Linear algebra and linear functions
 2. **Coherence: Link topics and thinking across grades. It is built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. {For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.}**
 - Mathematics is a coherent body of knowledge made up of interconnected concepts.
 - Standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. [For example, 4th grade, students must “apply and extend previous understandings of multiplication to multiply a fraction by a whole number” (Standard 4.NF.4).] This extends to 5th grade, when students are expected to build on that skill to “apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction” (Standard 5.NF.4). Each standard is not a new event, but an extension of previous learning.

3. Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity. Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades.

- To help students meet the standards, the AIG facilitator will coach teachers to pursue, with equal intensity, three aspects of rigor in the major work of each grade:
 1. *Conceptual understanding*: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.
 2. *Procedural skills and fluency*: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.
 3. *Application*: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.
- **Daily instructional practices consist of reinforced styles of learning and thinking through the use of the following models.**
 - Bloom's Revised Taxonomy
 - Frayer Model
 - Paideia Seminars
 - Tiered Vocabulary
 - Curriculum Compacting
 - Literature Circles
 - Learning Centers
 - Problem-solving across all content areas
 - Convergent/Divergent Thinking
 - Project Based Learning
 - Jacob's Ladders English/Language Arts lessons
 - Reader's Theater
 - Hands-on Equations

All instructional practices listed are throughout the grade levels. Hands-on Equations is a 3 - 12 program. The AIG Specialist maintains an online file with the best practices and strategies listed along with additional instructional strategies.

Practice D

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

District Response:

IV. Future Ready Skills

- **Throughout Halifax County Schools proposed 2022-2025 AIG Plan, you will find an emphasis on the planning and implementation of rigorous instructional practices and supports to assist all student's college and career readiness. Similarly, the plan fosters the development of future-ready skills.**
 - Becoming future-ready is the source of resilience that Halifax County Schools infuses in its learning programs. The district seeks to assist students with college and career preparedness to navigate future disruptions and remain whole.
 - Leadership: Several elementary schools' branding are centered around "leadership". The school programs specifically to developing leaders with strong critical thinkers, collaborative team interactions, digital awareness, and communicators.
 - Critical Thinking: Project-based learning is implemented at each school. Students are expected to engage in a variety of activities that foster the development of 21st century content through face-to-face and virtual field trips to expose them to local, regional, and global problem solving. AIG students will have the opportunity to participate in STEAM & STEAM field trips as a source of exploration and extension of various integrated standards-based lesson content. Attending these events allows for students to engage with one another in promoting critical thinking skills, communication, collaboration, creativity and leadership. These trips will foster additional interest from their exposure.
As mentioned previously, students will visit other schools, colleges, organizations, industries and agencies to experience alternative ways of learning that may give more meaning to the explored content and concepts.
 - Communication is key. Students will explore technology opportunities for collaboration, communication, and facilitation of presentations. The students will generate products to showcase their learning to others which will develop social and civic skills. For example, students are involved in "Earn While You Learn", Farming, local robotics clubs and various activities with the Solar Energy facility.
 - It is our belief that these real-life experiences will enhance skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction and social responsibility.
 - The AIG Specialist will work collaboratively with the classroom teacher to enhance AIG students' project-based activities to ensure challenge and cognitive needs of AIG students.
 - The Conover Program is implemented as the primary source for social/emotional needs. Students are challenged within small and large group activities to develop skills needed to thrive in group activities and to appreciate the contributions of others in their work. In addition, these activities will build critical thinking and interpersonal skills of individual students. The activities include Mindware, Puzzles challenges, brain teasers, analogies, the walking classroom and project-based activities involving literature from a variety of genres.
 - AIG students will participate in local and regional competitions and activities to further develop social-emotional awareness needs. The competitions include but are not limited to: Battle of the Books, Halifax County Schools AIG Spelling Bee, cultural plays, Quiz Bowl,

and Envirothon.

- Students compete against each other and other districts depending on the activity. The classroom teachers, with support from the AIG teacher, employ the study of novels in the classroom setting with their peers. This practice addresses environmental habits and issues, global study, and social and emotional issues.

Practice E

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

District Response:

V. Ongoing Assessment

- Halifax County Schools provides for BOY, MOY, and EOY formative and summative assessments to inform student outcomes and planning of staff development to close academic gaps. The use of assessments is crucial in the differentiation of curriculum and instruction.
 - The district has developed a Testing Calendar and posted it online for public access
 - Data gained through summative and formative diagnostic assessments such as mClass Dibels-8 Case, Istation Math/Reading, Exact Path Reading and Math, Reading Eggs and Fast Phonics, Beginning of Grade 3, Case 21 Reading, Math, and Science Benchmarks, End of Grade exams, and other benchmarks) help classroom teachers and the AIG Specialist in identifying strengths and weaknesses of students.
 - In addressing those strengths and weaknesses, it informs decision making and lesson planning and enrichment opportunity.
 - Specific tasks that are content related, includes: differentiating the curriculum for higher level thinking in lesson planning. The AIG Specialist and the classroom teacher share student test data to assess student growth initiatives through the professional learning community meetings on a monthly basis. The information that is shared is used to develop, revise and enrich classroom curriculum and instruction.
 - The AIG Specialist will utilize this information to plan the flexible grouping after each benchmark. In addition, during the professional learning community, the regular education teacher and the AIG Specialist will collaborate on researched-based strategies that may be used in the classrooms with students who were successful on the standard.

Practice F

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

District Response:

VI. Social-Emotional Needs

- **Halifax County Schools will assist with pivotal transitions for pre-k to kindergarten, fifth to sixth, eighth to ninth, and twelfth to post-secondary school to enhance academic and social-emotional readiness during the course of the regular school year and summer programs.**
 - The AIG coordinator, elementary and secondary counselors, Whole Child representative, elementary & secondary directors, and MTSS leads (curriculum, PBIS, ECATS) will assist in the scheduling, planning and acclimation of next steps for pre-k to kindergarten, fifth to sixth, eighth to ninth, and twelfth to post-secondary grade level readiness and tours. The team will gather and discuss relevant social-emotional data (behavior screening results, discipline referrals, attendance data, and student observations) to determine appropriate enhancement offerings to be delivered by certified personnel.

- During the school year, elementary and secondary counselors will deliver readiness lessons and units of study for pre-k to kindergarten, fifth to sixth, eighth to ninth, and twelfth grade to post-secondary education on exiting and entering a grade band, organizational and study skills, social emotional awareness, navigating academic change with an emphasis on NC SCOS, Health Awareness (physical and mental developmental appropriateness), conflict resolution, navigating new roles and responsibilities, build relationships with peers & teachers, and club connections.
- The AIG Coordinator will facilitate access to social and emotional resources that will support teachers, parents, and students who are twice-exceptional or EL/AIG.
- Students will also be provided extended learning opportunities which include next-steps summer enrichment camps for pre-k to kindergarten, fifth to sixth, eighth to ninth, and twelfth to post-secondary. The Next Steps Transition Summer Program is to be developed and approved by the CIA Team. It is to include collaboration with next-step grade band teachers, acclimation to grade band classroom schedule & curriculum review, introduction to school admin and support teams, field trip, STEM/STEM focused enrichment activities, AIG, and informational webinars (i.e., Leadership Clubs, Academic Clubs, What it Means to be Gifted and Talented, Advanced Placement, Apprenticeships, Internships, and Personalized Learning Modules).

Practice G

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

District Response:

VII. K-3 Differentiation

- **HCS analyzes K-2 students' diagnostic benchmarks (BOY, MOY, & EOY) in reading and math to support high achievers' readiness for possible gifted and talented services. This involves the review and analyzing of all primary students' Amplify mClass Dibels-8 Reading Diagnostic Assessment, Istation Reading & Math Diagnostic Assessments, Early Literacy Inventory, curriculum-based measures and unit assessment, report cards, interest inventory, accelerated grade placements, and classroom observations as components for developing intentional curriculum program for enhancement of potential gifted learners.**
 - The AIG Team has an intentional focus for building both K-2 and 3-12 high achievers. The AIG Team will work collaboratively with K-12 instructional representatives to align and formalize the district's Young Achievers K-2 Nurture Program and the Elementary & Secondary High Achievers Nurture Programs. The AIG Team will provide assistance to elementary and secondary administrators, classroom teachers and parents with extended learning and enrichment resources and opportunities learn how to nurture K-12 high achievers through self-paced professional development opportunities.
 - The district recognizes the importance of nurturing the potential of young learners kindergarten through second grade as elementary is the focus of AIG recruitment. Therefore, the BOY, MOY, EOY diagnostic benchmark screeners and student observations are used to monitor and support the development of extended curricular activities and high levels of critical and creative thinking enrichment activities. Students are recruited throughout the school year.
 - The AIG Team has incorporated a K-2 nurturing program that focuses on divergent/creative thinking, convergent/analytical thinking, visual/spatial thinking, and

evaluative/critical thinking. It is designed to be flexible in meeting the needs of the students. The extended learning and enrichment K-2 opportunities will be NC SCOS (math & reading) driven with an emphasis on enhancements in differentiated curriculum and instructional strategies, as well as evidence-based curriculum and resources.

- The AIG Specialists will supplement additional activities that effectively reinforce concepts within the regular classroom. These sessions include activities that will build mental and physical endurance in completing project-based tasks involving the PBL design thinking principles (empathize, define, ideate, prototype, and test), collaboration, mentoring, and presenting (speaking, listening, and responding).
- Kindergarten through second grade students (as well as grades 3-12 students) which demonstrate consistent progression in the extended learning offerings are selected by the classroom teacher for AIG identification. Students are selected based on teacher observation, classroom performance, and formal assessments.
- The Primary Education Thinking Skills (P.E.T.S) is used to expose K-2 students to critical thinking skills (convergent and divergent thinking). It creates relationships with students who demonstrate strengths in the thinking skills and assessments.
- Each school's AIG Team will submit a nurturing program plan for scheduled support to meet the needs of high achieving K-2 and 3-12 students. The goal is to increase the student's level of complexity as it pertains to the Standard Course of Study (Common Core). Students are expected to develop critical thinking skills through integration of core subjects and with a level of rigor that promotes working within but at the edge of their abilities.
- Each school's AIG representative is to participate in professional learning communities according to grade bands in order to monitor and assist with the planning, resource support, needs and opportunity gaps.

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.

District Response:

AIG Personnel

VIII. Halifax County Schools recognizes the importance of providing differentiated instruction across grade levels with qualified staff to meet the needs of the whole child district. The district promotes collaboration among AIG Team, Whole Child, Student Services, MTSS Team, Counseling Team and instructional school staff which includes regular and special education teachers, extracurricular, English Language Learner and related service staff through Professional Learning Communities(PLCs) meetings held monthly at each grade level.

- The AIG Team and School AIG Teams are currently operating at a deficit in hiring certified AIG support personnel. The district is developing a recruitment plan for increasing certified AIG support at the district and school level. The AIG Coordinator will need to schedule an audit of the AIG program with the Assistant Superintendent to discuss findings, needs, recruitment of certified personnel, and annual budget.
- The AIG Team will work with the district leadership and school administrators to ensure implementation of differentiated curriculum and instruction is supported and expected of all instructional staff.
- The CIA Team district will secure use of existing teaming structures to provide dedicated and ongoing collaboration among AIG personnel and elementary and secondary schools with an emphasis on: planning advanced content; problem-solving (use of advanced content); refining implementation of differentiated instructional units; evaluating effectiveness of curriculum and instructional units.

- The AIG Team will advocate for the quarterly discussion of differentiated curriculum/content on PLC and grade-level meeting agendas. The AIG Team will provide PLC guiding questions to assist with reflecting on differentiation for the gifted learner. Such questions are to include: 1. Are gifted students able to accelerate when needed? 2. Do gifted students have regular opportunities to expand upon their areas of interest and strengths? 3. Are gifted students encouraged to extend learning beyond the basic level of understanding? 4. Do gifted students have an opportunity to NOT succeed with ease in order to develop their talent and potential?
- The District AIG Team currently implements blended learning support across elementary and secondary schools to ensure a commitment to reaching all identified AIG Learners with certified AIG support across grades 3-12. School staff understands that the gifted learners' DEP much like EC students' IEPs must be implemented with fidelity to the resources available. An increase of certified AIG personnel is needed, flexibility in the use of instructional staff, and fidelity to the use of scheduled AIG 3-12 service times.

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/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response:

IX. Differentiated Education Plan (DEP)

- **Each student in the AIG program will have a Differentiated Educational Plan (DEP) to identify the services that meets the identified needs of the students. The DEP is reviewed biannually (at the beginning of the school year and at the end) with the parent, teacher, administrator and student to determine effectiveness of the strategies and services that has been provided.**
 - The AIG teacher will conduct the Differentiated Education Plan (DEP) progress meetings throughout the year and an annual review meeting before the beginning of the next school year.
 - In an effort to recruit young learners into the AIG Program, grades K-2 high achieving students with the potential to be determined eligible for the AIG program, will also receive updates annually with the classroom teacher and parent. Parents are invited to attend all progress meetings.
 - DEP meetings are one way the AIG Team and School Team encourage parent involvement to discuss the student's needs and progress. Meetings are arranged and scheduled during the school day or a mutually agreed upon time between the school and parent.

Ideas for Strengthening the Standard:

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.

- Acquire the district's profile of a college and career graduate to enhance extended learning opportunities.
- Purchase of an aligned elementary social-emotional curriculum that aligns with the secondary curriculum.
- Curriculum audit of instructional programs
- Calendar of BOY, MOY, EOY scheduled AIG Team and School Teams Professional Learning

Communities

- Calendar of established AIG event days (Testing, Challenge Days, AIG Parent Night, & recruitment)
- Calendar of professional development to include fostering a co-teaching environment where all staff who serve AIG students know how to differentiate content and instructional practices to meet students' needs

Sources of Evidence

- Profile of a College and Career Graduate
- Purchased elementary social-emotional curriculum
- Calendar of PLC agenda/minutes
- Calendar of AIG Event activities
- Calendar of Professional Development

Standard 4: 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 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.

District Response:

- **I. Halifax County Schools recognizes the importance of recruiting and hiring certified AIG personnel to address the needs of gifted learners. The district's Director of Curriculum and Instruction served as the Interim AIG Coordinator during the 2022-2023 school year. However, the district has secured an AIG-licensed educator as the lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and implement the 2022-2023 AIG plan. The coordinator recognizes effective instructional practices, AIG program management, collaborative practice and flexible supervision.**
 - The 2022-2023 plan was written by the current AIG Team which consisted of an AIG-licensed specialist, district and regional collaboration.
 - The HCS' AIG specialist holds an AIG license and is a key stakeholder in supporting school-based AIG guidance, planning, developing, implementing, revising and monitoring of AIG elementary and secondary program supports and assists in the interpretation of the 3-year AIG plan.
 - The 2022-2023 AIG-licensed coordinator will guide, plan, develop, implement, revise, and monitor the local AIG program as needed, interpret and implement the 2022-2023 AIG plan, and survey the district's AIG engagement.
 - The AIG Coordinator has access to the regional AIG supports to ensure effective leadership and program improvement. HCS' AIG Coordinator has multiple roles at the district level. The AIG Coordinator's supervisor work collaboratively with the AIG Coordinator to develop and share a clear and comprehensive outline of the coordinator's roles and responsibilities.
 - The AIG Coordinator will collaborate with other district leadership (elementary and secondary curriculum directors, Whole Child Director, School Teams, MTSS Team, and DPI Regional Supports to synergize efforts on behalf of gifted students.
 - The AIG Coordinator is expected to contribute to district and school AIG meeting agendas or facilitate periodic AIG PLC meetings to develop capacity and leadership potential among AIG Specialists and to ensure the needs of gifted learners are being met consistently and appropriately across elementary and secondary schools.
 - Some of the AIG Coordinator's duties include, but are not limited to the following:
 1. Overseeing the AIG screening, referral, and identification processes at the elementary and secondary levels
 2. Monitor and maintain the schools' documentation of student identification evidence and AIG services provided
 3. Providing leadership and advocacy for the needs of AIG learners at the district level
 4. Monitoring district implementation of program services at the school level

5. Participate in professional development opportunities, including regional and other statewide meetings to support gifted programs
6. Implement, monitor, and evaluate the district's 3-year AIG plan
7. Interpret the 3-year AIG Plan and provide district professional development and resources to effectively engage AIG Specialists in the delivery of the AIG Plan and opportunities for learning about gifted and advanced students and nurturing high achievers.
8. Develop partnerships with and communication strategies for families and the community to support the AIG program

Practice B

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

District Response:

II. The AIG Specialist

- **Halifax County Schools is currently operating with one AIG licensed specialist. The district understands the importance of meeting the differentiated needs of all AIG students. Therefore, the district is seeking to secure AIG personnel to assist with meeting the needs of its gifted population.**
 - + The district currently has one AIG licensed specialist that serves K-12 students. The AIG Specialist serves 6 elementary schools, 2 middle schools, and 3 high schools.
 - + The AIG Specialist provides minimal support to identified AIG students to assist in meeting the needs of all students. The district provided the AIG Specialist with an effective blended learning schedule that provides for maximum access to students during their enrichment blocks to ensure identified student across grades 3-12 receive a minimum of 30 to 60 minutes of weekly AIG support. Scheduled grade level 30-minute lesson support and 30-minute consultation support are conducted by way of Zoom and Google Classroom/Meets across the school week with an emphasis on grade band support which also offers AIG students access to much needed grade-level peer collaboration across schools.
 - + AIG Offerings of services and resources include:
 1. Indirectly supporting students by providing services and resources to teachers, other school and district-wide instructional staff, and families.
 2. Opportunities for AIG specialist and AIG school teams to collaborate for the purpose of evaluating and strengthening services designed to meet the needs of gifted and advanced learners through early release PLC days
 3. Opportunities for the AIG specialists to review current professional articles, books, and attend district PD and team meetings.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response:

III. Halifax County Schools' mission is to provide AIG support personnel who are responsible for instructing and interacting with AIG students with professional development that equips them to meet the academic and social needs as identified according to state legislation and AIG standards. The district

has developed a 2022-2023 Professional Development Calendar of protected PD days.

- The AIG Coordinator will facilitate a discussion with the district and school teams to inform, solicit, and secure training needs for key stakeholders providing AIG support.
- The AIG Coordinator will create a professional development calendar for the school year.
- The AIG Specialists and Coordinator will attend various regional workshops and trainings to stay abreast of the State and local guidelines.
- Together, the AIG Specialists and AIG Coordinator will plan and provide resources and training to school teams regarding the current research and techniques in addressing the needs of the students.
- The AIG Team will schedule BOY, MOY, EOY PLC meetings to discuss enhanced professional development such as current research, laws governing academically and intellectually gifted students, data analysis, and instructional practices during these sessions to ensure access to other professional development opportunities offered by DPI.

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.

District Response:

IV. Provisions for General Education Services by AIG licensed Teachers

AIG students' academic needs are met by a licensed AIG Specialist. It is a district goal to increase the number of AIG elementary and secondary licensed teachers by encouraging teachers to enroll and complete AIG course work for licensure.

- Halifax County Schools practices ongoing recruitment of highly qualified professionals to meet the needs of all students
- The district is in support of regular education teachers becoming AIG certified and encourages elementary and secondary schools to support the teachers' academic certification process where possible.
- Human Resources will assist with the recruiting of AIG personnel to ensure all AIG hires credentialing is up to date and acceptable.
- AIG Specialists, Certified teachers, and AIG paraprofessional supports (who engage in support of AIG students) will complete a minimum of 2/6 training modules in AIG support as recommended by the AIG Coordinator over the course of the AIG 3-Year Plan. Such offerings may include aligned district module offerings. (i.e., LETRS training modules, Math Foundations Training Modules, etc.)

Practice E

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

District Response:

V. Recruitment and Retention

- **The recruitment of AIG staff is under review by the Curriculum & Instruction & Accountability, Student Services, and HR Teams. Incentives and the AIG budget is of concern for the 2022-2025 recruitment of an additional middle and secondary AIG specialist. Halifax County Schools Human Resource Department and Finance Departments work collaboratively to provide retention bonuses to recruit and retain highly qualified teachers with the use of appropriate federal and/or local funds to support its recruitment and retention efforts.**

- The district partners with higher education facilities to secure coursework in the credentialing and licensure of teachers (Elizabeth City State University, Chowan University, East Carolina University, etc.)
- The district works collaboratively with other districts to share in their professional credentialing, costs, and opportunities in support of developing highly qualified instructional and support staff.
- Halifax County Schools is asking elementary and secondary principals to promote the hiring, growth, and development of AIG instructional personnel as an integral part of the district's focus on rigorous differentiated and academic the appropriate delivery of challenging instruction.
- Principals are encouraged to work with interested certified staff in acquiring an add-on AIG license through flexible work plans, ½ day release PLC days and leadership growth options.
- The district is encouraged to enhance the recruitment and retention of AIG teachers through the branding of one elementary school to include the Gifted and Talented Magnet branding to focus an emphasis on building a direct AIG to the Early College High School. This will attract the need for more AIG instructional staff and funding.
- In retention of an AIG staff, the beginning of the school year has been reserved for district wide professional development for all staff members and designed to address the needs of teachers based on student data and program identification (i.e., EC, AIG, CTE).

Practice F

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

District Response:

VI. Halifax County Schools analyzes EOY data and surveys district stakeholders to provide for the district's Professional Development Calendar. The calendar includes the building of capacity for all curricular program personnel with regards to realizing equity and excellence in the delivery of services.

- District and School Teams partners to develop and implement a plan for providing professional learning opportunities that are ongoing and comprehensive to meet the district needs. This includes the AIG population and their diverse needs.
- The district readily utilizes the resources provided by NCDPI - Call to Action and Guidebook to support professional development goals, as well as other local resources.
- It is the goal of the AIG Team to supplement district training with opportunities for teacher and stakeholders to take part in professional learning community activities that focus on student engagement and growth.

Ideas for Strengthening the Standard:

- Recruitment strategies for increasing the number of AIG certified teachers within the general education classrooms in a small district with less funding
- Develop and communicate the local requirements for AIG professional development
- Increasing capacity for all staff to meet the needs of the AIG student

Sources of Evidence:

District AIG Professional Development Calendar

Recruitment Advertisements

AIG Team's Professional Learning Communities Scheduled Offerings

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.

District Response:

VII. Alignment of Professional Development Opportunities

- **Halifax County Schools is a small district with limited AIG instructional staff. The district is currently rebuilding its AIG program. The district recognizes the importance of providing clear goals and professional development to increase AIG support capacity. Therefore, the district is reevaluating its vision, mission, values, and programs to ensure the goals for district's AIG program and potential partnerships will be in alignment with the revisions of the district's 2022-2027 five-year Indistar Strategic Plan and professional development offerings as it relates to Goal 1. Student Achievement and its monitored tenets which includes:**
 - 1) The Valuing and Protection of Instructional Time, 2. A High Profile on Teaching and Learning, 3. Rigorous Student Engagement, 4. Social-Emotional Learning, 5. Blended Learning, and 6) Project-Based Learning Design Thinking Principles with an emphasis on STEM and STEAM.**
 - The AIG perspective is clearly defined and is integrated with various district professional development initiatives to ensure knowledge and understanding of equitable practices and the planing and delivery of quality instruction:
 1. NC SCOS Training: The district All instructional staff and instructional support staff are required to teach the NC SCOS; therefore, all instructional staff participates in the unpacking, planning and delivery SCOS training sessions accordingly. AIG staff are included in these trainings.
 2. MTSS Training: All instructional staff and instructional support staff are provided access and training on the districts' purchased core curriculum and supplemental instructional support materials as it relates to the implementation of MTSS practices; therefore, AIG staff is expected to attend these trainings.
 3. Summative Data Analysis Training: All schools participate in the review and analyzing of summative data trainings; AIG is included in these trainings as well.
 4. Implementation of Project-Based Learning: All instructional staff are provided project-based learning training to enhance rigor in differentiated instruction; AIG instructional staff are included in these trainings
 5. Social-Emotional Program Trainings: All staff are trained in social-emotional learning; this includes AIG staff.
 6. Instructional Technology Trainings: All instructional staff are trained in instructional technology; this includes AIG staff.
 7. Differentiation of Learning/Face-to-Face Blended Learning Training: All instructional staff are trained in differentiated instructional practices; this includes AIG staff.
 - The AIG Coordinator will pursue relevant collaborative partnerships to enhance the success of the program's development and reach over time; therefore, the district will continue to build collaborative community and neighboring district partnerships to enhance the quality of

professional development and student offerings which will also have a positive impact on minimizing the cost of AIG trainings and student opportunities.

- The rebuilding process will include the AIG Coordinator's supervision and oversight in the development of the following:
 1. District AIG Webpage
 2. Establishment of AIG Public Relations Communications/Program Announcements
 3. BOY, MOY, EOY AIG newsletter Template & Happenings across elementary & secondary schools
 4. Establishment of a "101 District AIG Program Implementation Training modules for the elementary and secondary general education classroom teachers.
[The development of a self-paced professional development training will ensure all general education classroom teachers have access to the district's AIG expectations and interpretation of the AIG 3-Year Plan. This will take time for quality development and publishing; therefore, the full implementation year may be beyond the 2023 school year. This task may be accomplished incrementally with a calendar of scheduled events. The training will consist of a syllabus containing six PD modules deemed as necessary content knowledge and understanding in which the regular education teachers will need to fully understand academically and intellectual giftedness and implementation of the AIG students' DEPs. The AIG Coordinator will work collaboratively with the AIG Team to develop a self-paced 101 AIG Training which includes: PD goals, content, resource materials, and CEU engagement hours with respect to the district's 2022-2023 Professional Development & Training Matrix options. Ultimately, the training will be posted on the AIG webpage.
 5. The AIG Coordinator will work collaboratively with the elementary/secondary directors, and Whole Child Director to decide upon reasonable implementation of the 101 modules.

Ideas for Strengthening the Standard:

1. Additional AIG staffing
2. Additional Funding

Sources of Evidence:

1. Acquired Partnerships
2. Aligned District Professional Development Calendar
3. 101 AIG Training Modules

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

I. Participation and Partnerships

District Response:

- **The AIG Coordinator attends monthly regional AIG meetings and connects to regional listserv; collaborates with neighboring districts. The AIG program currently partners with the Fishing Creek Soil and Water Conservation District, local restaurants, the local newspapers, the public libraries, the North Carolina Agricultural Extension Agency, 4-H Rural Center, and Halifax Community College. The AIG program continues to seek partnerships with the community at large and has recently added on Center for Solar Education. The AIG Specialists meet biannually with the representatives of these partners at advisory board meeting to discuss resources and opportunities for AIG students. The partnerships have provided resources and materials for teachers and engaging activities for students. Halifax County Schools participates in local partnerships in the community to ensure its effectiveness in the delivery of DEPS service options to all identified AIG students.**
- The AIG Coordinator also conducts monthly meetings with key stakeholders with an emphasis on regional AIG updates, AIG program implementation, and data-driven AIG services and planning. The AIG Coordinator is invited to share in the agenda with regional and district updates as well as to provide training support to identified stakeholders when necessary. The following participation meetings are as follows:
 - 1) AIG Coordinator & AIG Specialist Meetings
Scheduled monthly event with an emphasis on weekly check-ins and updates (emails, texts, phone calls) on the course of weekly scheduled student support.
 - 2) Collaborative Elementary and Secondary Principals' PLC
Scheduled weekly attendance to Monday PLCs (Zoom Link/1:00 - 2:30)
 - 3) CIA Team Meeting
Bi-Weekly Meetings with district teams; Mondays (8:30- 10:00 AM)
 - 4) District Task Force Meeting
Bi-weekly meeting with comprehensive school community team
 - 5) Testing and Accountability Meetings
Per Benchmark Windows (preparation/review of data)
 - 6) School-based Weekly PLCs, MTSS Quarterly Team meetings,

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.

District Response:

II. Community Stakeholders

The AIG program currently partners with the School of Math and Science, Chowan College, STEM/STEAM Project Learning Vendor- **East Carolina University, Elizabeth City University and community vendors: Fishing Creek Soil and Water Conservation District, local restaurants, the local newspapers, the public libraries, the North Carolina Agricultural Extension Agency, 4-H Rural Center, and Halifax Community College. The AIG program continues to seek partnerships with the community**

at large and has recently added on the Center for Solar Education, Earn While You Learn, and Summer Intern partnerships. The AIG Specialists meet biannually with the representatives of these partners at advisory board meeting to discuss resources and opportunities for AIG students.

- The AIG Specialist schedules AIG Orientation Sessions to provide for increased vendor relationships across elementary and secondary schools.

Practice C

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

District Response:

III. Halifax County Schools is strengthening and rebuilding its AIG Program. The AIG Coordinator is responsible for establishing an AIG Advisory Committee and will recruit the necessary stakeholders (parent/guardians, instructional staff, community service leaders to serve in an AIG Advisory capacity. The AIG Coordinator will also secure representation from the elementary and secondary administrator.

- Community invitations will go out to internal school community stakeholders and invitations to external physicians, lawyers, cooperation, parents, Halifax Community College Department Leads in pursuit of district recruitment and communications tools (webpage, PR announcements, AIG webpage, emails, phone calls, and student communications to secure appropriate student representation and interest.

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.

District Response:

IV. Local AIG Plan Services, and Policies

Halifax County Schools will utilize existing district resources and structures to communicate with families regarding the local AIG plan, program services, policies that impact gifted and advanced learners, and opportunities available for students throughout the year.

- To ensure public access to the AIG Plan, the AIG Coordinator will draft and schedule automated calls to parents/guardians about the local AIG Plan, awareness meetings, and AIG policies.
- The AIG Coordinator will supervise the creation of a district AIG parent/guardian and community list-serve to foster electronic communication.
- The AIG Coordinator will plan and hold BOY, MOY, EOY virtual AIG informational meetings to ensure that stakeholders know where the local AIG plan is located, current AIG updates, and AIG events, and will utilize existing meetings and activities to share information with stakeholders (such as school and district parent meetings, principals' meetings, other departmental advisory board meetings, PTSA/PTA meetings, Board of Education meetings, etc.).
- The AIG Coordinator will make the AIG Plan available on the district/school homepage, and other locations as needed to reach a variety of audiences.
- The AIG Coordinator will supervise the drafting and creation of AIG informational

brochures, pamphlets, fliers and newsletters (digital versions/printed versions) and/or an AIG Handbook for Parents/Guardians to outline information regarding the plan and policies related to gifted, including a glossary of acronyms and terms for consistent understanding of vocabulary.

- The AIG Coordinator will supervise the creation of an AIG video, virtual recording, or other digital presentations options to inform the general public and stakeholders of the local AIG program, plan and policies.
- The AIG Coordinator will work with the Public Relations Team to supervise the creation of recordings available to ensure the general public is informed and interested potential families who are planning to relocate to the area are informed.
- The AIG Coordinator will work with the Public Relations Team to translate the video/recording/presentation in Spanish and other languages as needed.

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 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 LEAs school board and sent to SBE/DPI for review and comment.

District Response:

- I. Halifax County Schools' AIG Team has developed a 3-Year AIG Plan which is in compliance with the state legislation and State Board of Education policy. Changes in the plan addresses the 2018 AIG Program standards. This policy requires writing and implementing a three-year plan for continuous improvement. The changes and updates within the plan are being developed from district feedback, program observations, school teams' feedback, AIG Specialist, and parent representation and vendor partners. The Halifax County Schools Board of Education approved the plan; however, the AIG Team reviewed the plan again to ensure the requested support resources strengthened the 3-Year Plan.**
- As mentioned earlier, Halifax County is a small district with very limited AIG resources and is currently rebuilding its AIG Program with the hiring of an AIG-licensed Coordinator. The Interim AIG Coordinator and the AIG Specialist facilitated the drafting of the 3-Year Plan with the collected input from their observations and the district: elementary and secondary principals and their school teams' feedback, along with human resources and the CIA Team feedback, and family input to ensure the drafting of a quality 3-Year Plan.
 - The AIG Coordinator and AIG Specialist attended elementary and secondary PLCs meetings to gather feedback from School Teams on the implementation of the program implementation, scheduling, service plan, vision, and goals. As an overall outcome, the hiring of a middle and high school AIG specialist to serve the secondary AIG needs will balance and improve the quality of services and internal and external event opportunities.
 - The AIG Team created a timeline and plan for completion of the AIG Plan in a timely manner. The Interim AIG Coordinator provided drafting updates as needed to the Assistant Superintendent. The AIG Plan was submitted to the HCS Board of

Education for approval. The Plan was reviewed again by the AIG Team to ensure all practices were well addressed and based on guidance and feedback from NCDPI support resources and submitted to DPI accordingly.

- The AIG Team will await further feedback from NCDPI in the drafting of the 3-Year Plan. However, a scheduled EOY self-assessment of the AIG program will be conducted each year to guide any necessary adjustment processes as needed to ensure the needs of the AIG Program are addressed and implemented with fidelity accordingly.

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.

District Response:

II. Monitoring

Halifax County Schools monitors the successful implementation of the local AIG Program. The AIG staff is very limited; however, a reasonable structure of support tools are being established to build capacity and leadership among the AIG staff, AIG school teams, and parents. The AIG Coordinator and AIG Specialist will monitor and execute the program standards with the use of an observation tool, district and parent/students/teacher surveys, EOY self-assessment, and regional feedback, DPI unpacking resources of AIG standards and definition of AIG students, Article 9B(N.C.G.S. 115C-150.5).

- The AIG Team has created a systematic way of reporting progress to all stakeholders through published announcements, webpage posting, BOY, MOY, EOY newsletters, AIG listserv, emails, connect ed. phone calls, uploading board presentation packet as needed, PLC sessions, and conducting informational meetings.

Practice C

Develops 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.

District Response:

III. The AIG Coordinator works with the Assistant Superintendent and Finance Officer to establish the AIG budget line items.

- The AIG Coordinator advocates for the use of other funding sources and guidance in acquiring local monies, federal monies, grant funds, and business partnerships, to meet the needs of the AIG program and its learners.
- The funds allocated to the AIG program are needed to support the staffing, professional development tools, purchases of assessments, instructional materials, and events.
- As much as possible, the AIG Coordinator will work collaboratively with the district, schools, and partnerships to maximize schedules, people, resources and professional development, based on program needs and minimize costs and time while ensuring equitable service benefits when planning purchases and other expenditures.
- The AIG Coordinator, AIG Specialist and district Finance Officer will continuously monitor funds to ensure fidelity of use within the local AIG program according to state policy. Funds are utilized in accordance with state legislation. The AIG state allotted funds will be used for activities involving the AIG students in the school and community. These funds are allocated using the state chart of accounts. Some expenditures include AIG teacher salaries and benefits, assessment costs, field trips,

and travel to competitions, organization membership fees and tuition, instructional and program supplies and materials, professional development and travel. The areas of greatest need will be provided top priority.

Practice D

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

District Response:

IV. Disaggregation of Data

- The Halifax County School System uses a variety of data sources to monitor students in the AIG program through the use of PowerSchool, reports from Case 21, End of Grade (EOG) test, End of Course (EOC) test, Common Formative Assessments (CFA), weekly and classroom assessments by instructional coaches and teachers, PowerSchool discipline and attendance. This data is analyzed and discussed in grade level professional learning communities, parent-teacher conferences, district sponsored data discussion and teacher-student conferences to monitor student growth and proficiency. Drop-out data is collected through the counselors and data managers. The AIG facilitator then maintains and analyzes the data.
 - BOY, MOY, EOY summative reading, math, and science data are disaggregated regularly to help determine whether or not AIG students' academic and social-emotional needs are being met while taking into consideration the holistic needs of gifted children.
 - Other data sources include:
 1. Outcomes of the number of students participating in internships, apprenticeships, honors clubs/programs, and mentorships
 2. Number of students participating in dual enrollment with the comprehensive high school and the School of Math and Science and Halifax County Early College High School
 3. The number of college acceptances information
 4. Number and scholarships
 5. Qualitative data regarding social and emotional needs
 6. Successful honors class completion rates
 7. Projected graduation rate
 8. ELL and EC benchmark outcomes
 9. Monitor MTSS/ECATS (every child accountable and tracking system) data profiles for dropout prevention and gather and analyze annual drop-out data for AIG students, following up with AIG drop-outs (via interview) to find out why these students left school.
- The AIG Team collects data from PowerSchool, the Testing and Accountability Coordinator, and schools.
- The AIG Specialist and the ELL Coordinator will collaborate on cultural needs to embrace ELL students' social and emotional concerns. Data reviews are conducted to study student growth and proficiency to guide more effective strategy in reaching the AIG population their individual needs.
- The AIG Specialist will share out data concerning student achievement, growth, and drop-out data at the first advisory meeting based on the previous school year's data.

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.

District Response:

V. Halifax County Schools will ensure the communication of sound knowledge and understanding of its elementary and secondary school communities' AIG needs through the systematic tracking, collecting, and analyzing of AIG comprehensive data. The emphasis will be on elementary and secondary schools' AIG referrals, identification, services, and retention of AIG students to ensure students' demographic factors do not reduce their likelihood of access to and participation in the AIG program.

- Team collaboration between AIG staff and the school and district-level MTSS teams will provide for the gathering, analysis, and response to the multiple data sources regarding referral, identification, services, and retention of students within the AIG program.
- After the comprehensive data analysis, the following questions are to be addressed to inform AIG awareness and next-step planning.
 1. Are various demographic groups equitably identified for intervention within an MTSS?
 2. Are the MTSS interventions in place for AIG students effective?
 3. What is the trend for how students from underrepresented populations are being referred, identified, served and retained (look for disproportionality issues by examining trends in referral, identification, and services).
 4. The AIG Specialists will work with the PowerSchool and Testing Coordinators to examine data on possible AIG retentions and ethnic group representation of the district's total school population. AIG Facilitator will train and communicate with ELL and EC teachers soliciting any possible candidates for the AIG Program.

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.

District Response:

VI. Credentials

Halifax County Schools Human Resources Department monitors the current data regarding the credentials of personnel serving AIG students regularly and is aware of the need for more licensed AIG teachers. The AIG Coordinator will inquire about the AIG staff's current certifications and provide support according in keeping the licensures current.

- It is the AIG Team's goal to ensure the collaboration among the AIG program and stakeholders as a key source in the success of program implementation. The Human Resource Department maintains and records licensures on all personnel. The AIG Coordinator communicates with the Director of HR and staff in the human resources department to ensure compliance that references the credentials of personnel teaching the AIG students. AIG Coordinator and Facilitator will continue to encourage and share opportunities for licensure.

- The district (HR) will work with school staff in the documenting of Professional Development for earning an AIG add-on license, meeting the local professional development criteria, or participating in other professional development geared towards gifted learners.
- The AIG Coordinator will collaborate with Human Resources to ensure/develop procedures and practices to access or use the personnel data to support goals and strategies outlined in the 3-Year AIG plan (i.e., staffing elementary and secondary AIG Specialists).
- Attend elementary and secondary PLCs to partner with school administrators to:
 1. discuss needs of the school AIG program
 2. determine appropriate placement for gifted and advanced learners
 3. make informed hiring decisions.
 4. support AIG implementation goals at the school level.

Practice G

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

District Response:

VII. Halifax County Schools considers feedback from parents, students, teachers, school executives, and stakeholders to assess the effectiveness of the program and recommend improvements. Feedback is collected through BOY, MOY, EOY surveys, observations, and conferences. Suggestions, categories and comments are taken into consideration by the AIG Advisory Committee and school teams. The Advisory committee will continue to review all aspects of the AIG program, acknowledge ways to strengthen and focus on the wide range of needs of the gifted students.

- Regular collection of data will focus on both summative and formative, to identify areas of program improvement. This will include meeting notes on the implementation of each AIG standard and practice at the individual elementary and secondary schools, and to ensure service delivery is equitable and consistent across schools.
- Collection of district data to ensure consistency and fidelity of the AIG program alignment with the district's vision.
- The AIG Team will have varied means for gathering stakeholder feedback with an emphasis on questioning that parallel the AIG self-assessment tool. Feedback will be collected through the use of scheduled BOY, MOY, EOY surveys, interviews, focus groups, quick asks during other established meetings throughout the year to ensure all stakeholders have opportunities to provide feedback.
- The AIG Coordinator and AIG Specialist will attend existing district/school collaborative team meetings (PLCs, Integration of MTSS, school meetings) to gather summative and formative feedback for ongoing reflection and rebuilding of the district's AIG program.
- The AIG Team will analyze the feedback data to determine effectiveness of program implementation of standards and report out the data findings.

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.

District Response:

VIII. Halifax County Schools provides structure for the reporting and communication of district data provides with insight into program effectiveness. Feedback is solicited from PowerSchool, BOY, MOY, EOY diagnostic screenings, benchmarks, and summative data, students, parents, teachers, administration and stakeholders through surveys in reference to program success. Feedback is used to positively impact the implementation of the AIG standards as well as the execution of the overall program. The sources of data include student achievement reports, cultural observations by service providers, stakeholder surveys, school administrator and school staff observations and comments. The data will be reviewed at each benchmark window to prepare for the new school year.

- The AIG Coordinator will work diligently to image and:
 1. establish a culture of data-rich discussions
 2. report successes and challenges of program implementation and effectiveness
 3. discuss data regularly with appropriate stakeholders to guide program improvements
 4. review effectiveness of feedback tools for parents, students, teachers, other staff, and community members
 5. analyze data trends and patterns to inform program improvement efforts
- The AIG Team will reflect on the 3-Year AIG Plan's implementation during a comprehensive program evaluation to ensure the district's AIG program is aligned with the district's vision, mission, policies, practices, and procedures, especially through times of district leadership turnover (superintendent, etc.).
- The AIG Team will use its advisory group to assist in evaluating the effectiveness of the district's AIG program and the offering of suggestions and practical applications to improve AIG programming.
- The AIG Coordinator will conduct an EOY self-assessment to establish a clear process for the direct review and needed adjustments to the district's 3-Year AIG Plan based on the district's AIG Plan's mid-cycle of local, state or other updates and changes.

Practice I

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

District Response:

IX. Communication of Data

- **Halifax County Schools has developed clear and concise communication strategies to meet the needs of its AIG stakeholders.** The district recognizes the importance of protecting the confidentiality of all stakeholders who may have provided feedback during the comprehensive program evaluation. The protecting of stakeholders' confidentiality will adhere to the rules of Family Education Rights and Privacy Act (FERPA) when sharing student data with the public.
 - Program evaluation data will be communicated through the following publishing mediums:
 1. District & school websites, electronic & paper brochures, district fact sheets, report cards
 2. Spanish language represented by district/school stakeholder groups.
 - Program evaluation data will be shared with the AIG Advisory group, district-wide leadership, school administrators, student advisory groups, family groups, PTA/PTSA,

students, and community groups.

Practice J

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

District Response:

I. Safeguards of Rights

X. The AIG Plan includes safeguards and preparedness for the dissemination of general and confidential information with the use of clear policies, procedures, and practices within the district to ensure:

- Informed consent for assessment leading to identification
 - Informed consent for placement to receive gifted services
 - Reassessment for students who would benefit from additional opportunities to demonstrate a need for gifted services
 - The AIG Planning and support tools (district & parent handbooks) will ensure all documentation is available in the student's native language(s).
- **The AIG Plan includes a process to resolve disagreements for both students and parents that is clear and aligned with Article 9B, which ends with the state level of grievance and the involvement of an administrative law judge. The procedures to resolve disagreements is in alignment with other related district policy. An outline of AIG student rights is located in the AIG Parent and AIG District Handbooks.**
 - AIG policies and practices regarding transfer students from other LEAs and schools will include:
 1. Examining policies that other districts/schools in the same region have regarding transfers from other LEAs.
 2. Honoring the interstate compact on educational opportunities for military children (<https://www.dodea.edu/Partnership/interstateCompact.cfm>)
 3. Considering the following questions for a student identified in another district/school:
 - How will this identification stay the same?
 - How will you evaluate the identification evidence to determine service options based on district criteria?
 - What steps will be in place to continue services for the student?
 - How will you communicate identification and services to parents/guardians?
- The AIG Handbook does not include language for “de-gifting” students. Students data will be evaluated and an appropriate placement and services within the local context will be determined.

The Due Process Appeals steps includes:

Step 1: Parent-Teacher Conference to include the AIG Facilitator

Step 2: Principal Conference

Step 3: Appeal to AIG-Coordinator

Step 4: Appeal to Assistant Superintendent

Step 5: Appeal to Halifax County Schools Board of Education

Step 6: State Level Grievance Procedure

Ideas for Strengthening the Standard

- AIG Parent and Student Dissemination of Data Session

Sources of Evidence

- Dissemination of Data Publications Guidelines
- Recording of the Dissemination Guidelines
- Student AIG Handbook

Glossary (optional):

CDM--Credit by Demonstrated Mastery

BOY, MOY, EOY –Beginning of Year, Middle of Year, End of Year

FERPA–Family Education Rights and Privacy Act

SBE-State Board Of Education

DPI-Department of Public Instruction AIG-Academically Intellectually Gifted P.E.T.S--Primary Education

Thinking Skills D.E.P.---Differentiated Education Plan

EOC---End of Course

EOG---End of Grade

HCS---Halifax County Schools ITBS---Iowa Test of Basic Skills

PLC--Professional Learning Community

Items under review to be added to the Three Year Plan

Appendix (optional):

AIG Brochure.pdf (*Appendix - Standard 1*)

AIG Handbook 2022-2023.docx (*Appendix - Standard 1*) AIG Invitation to Conference.pdf (*Appendix - Standard 1*) AIG Nomination Log.pdf (*Appendix - Standard 1*)

AIG Observation Checklist.pdf (*Appendix - Standard 1*) AIG Permission to Screen.pdf (*Appendix - Standard 1*) AIG Placement Record.pdf (*Appendix - Standard 1*)

AIG Teacher Referral Form.pdf (*Appendix - Standard 1*)

DEP LEP Documentation Process.pdf (*Appendix - Standard 1*) SDI Delivery Notes blank.docx (*Appendix - Standard 1:2*) Elementary 3-5 DEP 1516.pdf (*Appendix - Standard 2*)

High 9-12 DEP 1516.pdf (*Appendix - Standard 2*) Middle 6-8 DEP 1516.pdf (*Appendix - Standard 2*) Six Weeks Plan.docx (*Appendix - Standard 2*)

AIG Plan Board Approval (July 11, 2022) (*Local Board Approval Document*)

Halifax County Schools AIG Plan Approval

The Halifax County Schools AIG plan was approved by the Halifax County School Board of Education on June 11, 2022.

Dr. Joyce Lashley, Chairman of the Board

Date

Eric Cunningham, Superintendent

Date

Carolyn Roberts, Director of Elementary Education
Interim AIG Coordinator

Date

Yolanda Scott, AIG Specialist

Date