Overview: Mission/Vision Statement and Funding

Hertford County Schools (460) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

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

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

* Mission and/or Vision Statement(s)

Mission:

Hertford County Schools AIG mission is to discover, nurture, and develop the potential of academically and intellectually gifted students while providing a myriad of professional development for teachers and a sense of community among involved stakeholders.

Vision:
Developing and empowering all AIG students to become leaders in our changing society

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 147,922.00	* $ 0.00	* $ 0.00	* $ 0.00

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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.

Hertford County Public Schools recognizes the need to identify and serve students who demonstrate high aptitude, achievement, and/or ability that are significantly above those of their peers. Procedures are in place for all grade levels to ensure identification is comprehensive, evident, fair, and equitable. AIG Team will:

- Present information on the HCPS AIG referral and identification process at the beginning of the year during a staff meeting or through online correspondence:
    - Referral Process:
        - Any adult (with knowledge of students success), including parent, may refer a student for testing
            - It is highly recommended that teachers evaluate all student data in order to build a comprehensive learner profile before submitting names to the lead AIG teacher
                - EVAAS
                - STAR Reading/Math
                - mCLASS
        - Parent/guardian will receive notification of referral
        - Parent/guardian will complete consent to test form and parent inventory
            - Parent Consent form
            - Parent Inventory

        - Student will complete (with help from parent/guardian if necessary) student self-description form
            - Student Self-Description
        - Testing for students will be scheduled
        - Parents/guardians will be notified of the results via letter
    - Screening Process:
        - Students are tested in groups of ten or less
        - Administrator is AIG certified (generally AIG Coordinator)
        - Proctor (can be any HCPS employee)
        - Students are tested using NNAT3 paper and pencil test
        - Assessments are scored manually by AIG Coordinator and AIG certified staff
        - Results are shared with classroom teachers, administrators, and parents via letter
    - Identification Process:
        - Students throughout the district can be identified through a clear, equitable identification process:
            - Naglieri Nonverbal Ability Test Third Edition (NNAT3)
        - K-12 students will take the NNAT3 aptitude test and must score 90% or above to qualify as Intellectually Gifted (IG)
        - K-2 students can be academically identified using DIBELS composite scores for reading and 90% on the state math assessment or another achievement test (ex. Iowa Basic Skills test)
        - 3-12 students can be identified by scoring 90th percentile or above on national achievement tests such as the reading, math, or biology EOG/EOC
    - All processes for referral and identification can be found in the following powerpoint which is shared with staff at the beginning of the year:
        - Advanced Learners 101 (Common LEA Powerpoint)
- Provide clear communication with stakeholders regarding the AIG screening, identification, and referral process via:
    - HCPS webpage
    - Brochure, which includes:
        - brief details of the referral process
        - criteria for identification

        - Services
- Prepare gateways for students to be formally identified in the AIG program through:
    - BOG/EOG/EOC scores
    - Aptitude tests
    - Initial screening instruments
    - Portfolios

* **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.

HCPS categorizes gifted learners in the following ways:

Intellectually Gifted (IG) - Students who:

- Demonstrate ability significantly higher than his/her same age peers as denoted by a score within the 90th percentile or higher on an aptitude test
- Have not yet demonstrated high academic performance
- Require activities to stimulate their ability as well as content support

Academically Gifted (AG) - Students who:

- Perform or show the potential to perform at substantially high levels of accomplishment in reading and math when compared with others of their age, experience, or environment
- (K-2) score within selected ranges on DIBELS and 90th percentile or higher on the state math assessment or another achievement test (Iowa Basic Skills)
- (3-12) score within the 90th percentile or higher on reading and math and/or biology EOG/EOC

Academically Gifted in Math (AM) - Students who:

- Demonstrate outstanding performance in mathematics over the course of the academic year
- (K-2) score within the 90th percentile or higher on the state Math assessment or another achievement test (Iowa Basic Skills)
- (3-12) score within the 90th percentile or higher on the math EOG or Math 1 EOC

Academically Gifted in Reading (AR) - Students who:

- Demonstrate outstanding performance in reading over the course of the academic year
- (K-2) score within selected ranges on DIBELS
- (3-12) score within the 90th percentile or higher on the reading EOG or English II EOC

Academically and Intellectually Gifted (AI) - Students who :

- Score within the 90th percentile or higher on an aptitude test (Naglieri Nonverbal Ability Test) AND
- (K-2) score within selected ranges on DIBELS and 90th percentile or higher on on the state Math assessment or another achievement test (Iowa Basic Skills)
- (3-12) score within the 90th percentile or higher on the reading and math EOG/EOC

Multiple pathways have been developed to allow students to be identified across the K-12 continuum. The following criteria will be used for AIG identification. A student will need to meet THREE of the following criteria to be identified and to receive services:

- Nationally normed test: At least one of the three MUST be a test score from any of the following:
    - 90 percentile score or higher on a state or national achievement test (EOC, EOG, etc.) The percentile is not the same as the exam grade
    - 90 percentile score or higher on a nationally norm-referenced aptitude test (NNAT3)
- 85 percent average or higher overall in all core classes from the previous quarter
- Initial Screening Instrument for Gifted Programming rating of 3 points or more
    - Form must be completed by a classroom teacher and scored by the AIG Coordinator
- Portfolio submission of work which consistently demonstrates thinking and skills above grade level
    - It is the student's responsibility, with guidance from his/her teachers and families, to select the work that goes in this portfolio
    - Three to five entries are recommended

The following chart details the multiple avenues for identification. Students across the K-12 continuum have the opportunity for screening, referrals, and identification.

Grade Span	AR: Academically Gifted in Reading	AM: Academically	AG: Academically	IG: Intellectually	AI: Academically

		Gifted in Math	Gifted	Gifted	and Intellectually Gifted
K-2	**Reading** DIBELS composite score of: K - 450+ 1st - 480+ 2nd - 474+	**Math** 90% on the state Math assessment or another achievement test (ex. Iowa Basic Skills)	**Reading** DIBELS composite score of: K - 450+ 1st - 480+ 2nd - 474+ AND **Math** 90% on the state Math assessment or another achievement test (ex. Iowa Basic Skills)	90% percentile or higher on **aptitude** test	90% percentile or higher on **aptitude** test AND **Reading** DIBELS composite score of: K - 450+ 1st - 480+ 2nd - 474+ AND **Math** 90% on the state Math assessment or another achievement test (ex. Iowa Basic Skills)
3-5	90% percentile or higher on the **Reading** BOG/EOG with at least an 85 overall average in Reading, Math, Science, and SS from the previous semester	90% percentile or higher on the **Math** EOG with an 85 overall average in Reading, Math, Science, and SS	90% percentile or higher on the **Reading** AND **Math** EOG with an 85 overall average in Reading, Math, Science, and SS	90% percentile or higher on **aptitude** test	90% percentile or higher on **aptitude** AND **Reading** EOG AND **Math** EOG with an 85 overall average in Reading,

					Math, Science, and SS
6-8	90% percentile or higher on the **Reading** EOG with at least an 85 overall average in Reading, Math, Science, and SS from the previous semester	90% percentile or higher on the **Math** EOG with an 85 overall average in Reading, Math, Science, and SS	90% percentile or higher on the **Reading** AND **Math** EOG with an 85 overall average in Reading, Math, Science, and SS	90% percentile or higher on **aptitude** test with an 85 overall average in Reading, Math, Science, and SS	90% percentile or higher on **aptitude** AND **Reading** EOG AND **Math** EOG with an 85 overall average in Reading, Math, Science, and SS
9-12	90% percentile or higher on **English 2** EOC with a 3.0 GPA	90% percentile or higher on **Math 1** EOC with a 3.0 GPA	90% percentile or higher on 2 of the 3 **Reading** EOG/**English 2** EOC and or **Math** EOG/**Math 1** EOC and or **Biology** EOC with a 3. 0 GPA	90%percentile or higher on **aptitude** test with a 3.0 GPA	90% percentile or higher on **aptitude** AND **Reading** EOG/**English 2** EOC AND **Math** EOG/**Math 1** EOC AND **Biology** EOC with a 3. 0 GPA

These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both nontraditional and traditional measures that are based on current theory and research. Identifications will be updated yearly to reflect BOG/EOG/EOC test results.

A family member will be asked to sign the Family Conference Notes: Change in Identification or Service form each time the identification changes.

Aptitude: (NNAT3)
Students in grades K-12 can be referred and given an aptitude test.

- The AIG Coordinator or AIG tutor will administer the test
- Any HCPS employee will proctor
- Test will be administered twice a year (November and March)
- Parents will be notified of the results within 48 hours, and the Lead AIG teachers will notify the teachers of referred students

This research has demonstrated that a person's general ability can be measured validly and reliably without requiring the student to read, write, or speak. This approach not only provides a reliable and valid evaluation of a student's ability, but also the use of pictures make the test useful for culturally and linguistically diverse populations, thus making it equitable for all students.

Achievement:
K-2 students can be academically identified using DIBELS composite scores for reading and 90% on the state math assessment or another achievement test (ex. Iowa Basic Skills test). Students in grades 3-12 can be identified based on achievement. As testing results are released, the AIG Coordinator and Lead AIG Teachers will:

- Collaborate with the district testing coordinator to identify potential AIG students who have:
    - Scored within the 90th percentile for:
        - Reading EOG
        - Math EOG
        - Math I
        - English II
        - Biology

Students in the district may be motivated by the knowledge that a high score on the EOG/EOC may qualify them for gifted services.

EOG and EOC scores will be reviewed yearly. If there are any changes in identification, parents and teachers will be notified as well as updated in Powerschool.

Potential:
For the 2022-2025 school years, the AIG Coordinator will work with K-12 teachers to identify a pool of students who have the potential to be identified by achievement. ESL and EC teachers will be consulted for conscientious inclusion of second language students and twice exceptional students. (Twice exceptional children are students who have been tested for exceptionality and have an IEP or a 504 plus AIG identification). These students are administered the aptitude assessment; if they fail to meet district identification guidelines, they will:

- be placed in a Talent Development Pool
- receive services from their classroom teachers
    - resources provided by:
        - AIG Coordinator/Tutor
        - MCLs
        - MTSS Team
        - other staff
- have a portfolio to document current services and test scores

K-12 criteria:

GRADE	Talent Development Pool Criteria
K	Must have a DIBELS composite score of 354+ OR an 85th-89th percentile on standardized math assessment OR an 85th - 89th percentile on the NNAT3
1	Must have a DIBELS composite score of 361+ OR an 85th-89th percentile on standardized math assessment OR an 85th - 89th percentile on the NNAT3
2	Must have a DIBELS composite score of 365+ OR an 85th-89th percentile on standardized math assessment OR an 85th - 89th percentile on the NNAT3
3 - 12	Must score 85th - 89th percentile range on reading OR math OR biology EOG/EOC OR NNAT3

Students who were identified in another district and are labeled in Powerschool as AIG will be added to our AIG roster and receive AIG services. Additional paperwork from our district may be required to supplement paperwork from their previous district.

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* **Practice C**

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

Any party directly related to the student can refer them to be tested for AIG. The referral form may be obtained from the school AIG Lead Teacher. After referral, the student, parent/guardian and teacher will fill out the appropriate papers in the AIG packet and return it to the lead AIG teacher at that school. The AIG Team will:

- Administer the Naglieri Nonverbal Ability Test Third Edition
  - Students take the NNAT3 from K-12
  - Test is paper/pencil
  - Test was designed to measure the general ability of all students including:
    - culturally/ethnically diverse
    - economically disadvantaged
    - English learners
    - highly gifted
    - twice-exceptional

Other identification opportunities include:

- EOG/EOC scores
  - The use of these scores has rendered a diverse group of identified students including:
    - EL
    - twice-exceptional
    - highly gifted
    - economically disadvantaged

HCPS compares demographics yearly. The AIG Team will:

- Compare student and county demographics
  - District Testing and Accountability Director will provide data
  - Current demographic data is as follows:

Sex	Asian	Black	Hispanic	American Indian	Pacific Islander	White	Two or more	Grand Total
Female	6	938	65	10	4	137	38	1198
Male	11	994	70	8	7	129	29	1248
District Total	17	1932	135	18	11	266	67	2446
AIG Total	4	87	12	1	0	44	14	162

Currently there are less than 5% of students identified as being twice-exceptional.

In an effort to create identification procedures that respond to the county's demographics, the NNAT3 will be administered as an ability test. The following excerpt from the *NNAT3 Directions for Administering Guide* gives an explanation of why this test is a good fit for our demographics:

" The NNAT3 was designed to provide a measure of general ability that can be given to a wide variety of students who would be disadvantaged if administered a traditional measure of intelligence that has verbal and quantitative questions. This is particularly important because of increasing rates of immigration and mobility in the US and the growing number of minority children, especially those of Hispanic origin (Ramirez & de la Cruz, 2002). These increasing rates have resulted in an increased need to provide measures that can accurately evaluate general ability for those from culturally and linguistically diverse backgrounds.Nonverbal tests of general ability are also useful for those who have limited expressive and receptive language skills, those who are deaf or hard of hearing, and those students from minority groups who are being evaluated for gifted programming (Bracken & Naglieri, 2003)."

Our county has had success using the NNAT in the past as a means to identify a culturally/ethnically diverse group of students. Using the NNAT 3, we have been able to identify the following students:

- ELL students
- twice-exceptional
- economically disadvantaged
- highly gifted

One year, our county administered the CogAT to all third graders in the district. The CogAT did not yield the same results for us, and only two students were identified. Instead of conducting another broad sweep with the CogAT, we will continue to use the NNAT for students who are referred for testing. Collaboration with ELL and EC teachers coupled with professional development for regular education teachers aimed at understanding gifted characteristics and tackling misconceptions will ensure diversity in the screening, referral, and identification process.

* **Practice D**

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

To assist in identifying students, the following teacher resources are provided:

- Initial Screening Instrument (utilize the existing scoring guide)
- Bright versus Gifted Chart

Professional development is the key to implementing the screening, referral, and identification process consistently within the LEA. The AIG Coordinator will:

- Ensure that members of the AIG PLC are knowledgeable about the identification process
- Provide the necessary tools to share with their colleagues, which include:
  - Helpful Hints to Understand AIG Identification
  - Advanced Learners 101 presentation
  - Frequently Asked Questions
- Post AIG Screening, Referral, and Identification Procedures on the HCPS webpage
- Work collaboratively with the AIG PLC members and school administrators to ensure that all staff members receive professional development about the screening, referral, and identification process
- Attend district principal/leadership meetings to share AIG screening, referral, and identification information

In order to maintain documentation of all students in the AIG process the AIG Coordinator:

- Creates and secures folders in the AIG Coordinator's office
  - identified students have green folders
  - non-identified students have regular manila folders
- Maintains and tracks student data using a spreadsheet
- Inputs identified students information into PowerSchool

Consistent internal auditing of AIG school records as well as district guidelines is conducted annually. The Curriculum and Instruction Team (C&I), which is headed by the assistant superintendent, is responsible for this process.

* **Practice E**

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

The AIG Lead teacher will be the main contact for sharing information regarding the AIG program in her/his building. These teachers will conduct annual meetings with staff, parents, and other stakeholders to share updates to the identification process on the district level. Following these information sessions, the referral process will begin.

- Parents and teachers may refer to the AIG web page for information regarding screening, referral, and testing processes
- Additional information on identifying the characteristics of giftedness will be provided on or via:
  - Staff meetings
  - AIG Brochures available in main office of each school and district office
  - AIG Parent Nights
  - Newsletter

The identification process, service options, and changes in identification will be reviewed with parents annually.

* **Practice F**

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

Documentation of referred students who are not identified will be stored in two ways. The AIG Coordinator will:

- Keep on file a folder of every referred/tested student who did not qualify, contents of the folder will include:
  - testing materials

    - screeners/inventories
    - any other documents used in the process
- Create a spreadsheet each year for each school containing information about each student referred
- Communicate the students score report with parents via letter
    - Additional communication can be requested

Our district has seen this collection of data to be useful when students who have been referred year after year finally meet the criteria for identification. In the case that a student becomes identified at a later point, all of the documents will be moved to an AIG folder and stored in the District AIG Coordinator's Office.

Documentation of identified students is compiled in the following ways:
- Each identified student has an AIG folder containing all paperwork for identification
- The AIG Coordinator maintains a spreadsheet on the following:
    - identified students and yearly updates
    - EOG scores
    - AIG identifications
    - other anecdotal notes
- Communicate the students score report with parents via letter
- Parent conference is scheduled to discuss services and DEP
- Parents are provided with copies of all documentation which includes signatures of all associated parties
- Lead AIG Teachers inform classroom teachers of identification and services/DEP

The district AIG Coordinator will input the following data into Powerschool:
- Current AIG status
- Program services
- Identification evidence

*** Ideas for Strengthening the Standard**

- AIG PLC members create activity booklets for grade K-3. Stations could include activities to strengthen critical thinking skills, reading/math skills, and problem-solving skills
    - These self-directed stations could be placed in each K-3 classroom for students to rotate through

- Use data from the action research derived from the K-12 talent development pool to derive a plan to identify K-12 based on achievement criteria
- Research various screeners, tests, and identification tools

Planned Sources of Evidence

* 1a: Procedures made in various formats Presentations Webpage Brochure PD DEP Digital student files Meeting agendas
* 1b: Students' AIG folders Comprehensive learner profile Forms Portfolios Parent communications Teacher/staff observations
* 1c: Meeting notes AIG folders/digital files Powerschool data DPI headcount Demographic info
* 1d: Individual student folders AIG PLC agenda Sign-in sheets
* 1e: Lead teacher notebooks AIG webpage Growth reports
* 1f: Student records Yearly spreadsheet data

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	HCPS AIG Webpage Frequently Asked Questions Parent Consent Parent Inventory Student Self Description AIG Plan Presentation Change in Identification

		Service Form AIG Packet Folder Checklist Initial Screening Instrument Scoring Initial Screening Instrument Guide Bright vs. Gifted Helpful Hints to AIG Identifications

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**

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

AIG program will provide enrichment activities for all students with the goal of broadening their horizon. Services are aligned with a students' AIG identification. Please see the charts for each grade span:

ELEMENTARY(K-5)

Identification	Services Offered

IG, AR, AM, AG, AIG	• Weekly tutoring based on identifications
	  ◦ Pull out with AIG Tutor
	• Computer instruction
	  ◦ Freckle Reading/Math
	  ◦ Exact Path
	• Cluster grouping based on identification
	• Flexible grouping
	• Field trips

	• Competitions
	• Project-Based Learning
	• Summer Studies
	• Differentiated instruction, may include but is not limited to:
	  ◦ Tiered instruction
	  ◦ Choice boards
	  ◦ Compact curriculum

IG	• BPS Science Fair (3rd grade required) • Focus on time management, study skills, and organizational skills
AR	• Battle of the Books (4-5) • Essay competitions (3-5) • Various other competitions available throughout the year
AM	• Math Champion Competition (3-5) • Robotics (4-5) • Various other competitions available throughout the year
AG, AIG	• Math Champion Competition (3-5) • Robotics (4-5) • Battle of the Books (4-5) • Essay Competitions • Various other competitions available throughout the year

MIDDLE (6-8)

Identification	**Services Offered**
IG, AR, AM, AG, AIG	• Monthly pull out enrichment class with all identifications facilitated by Lead AIG teacher

	• Quarterly resource class • Cluster/Flexible grouping • Field trips • Competitions • Summer Studies • Differentiated instruction • Independent study • Junior Beta Club • Freckle computer based instruction for differentiation
IG	• Focus on time management, study skills, and organizational skills
AR	• Essay competitions • Battle of the Books • NC Virtual Public School • Honors Classes
AM	• Math Champion Competition • Advanced math courses (in compliance with the HB986 law) • NC Virtual Public School • Honor Classes
AG, AIG	• Essay competitions • Battle of the Books • Math Champion Competitions • Advanced math courses (in compliance with the HB986 law) • NC Virtual Public School

HIGH (9-12)

Identification	**Services Offered**

IG, AR, AM, AG, AIG	• Monthly pull out enrichment class with all identifications facilitated by Lead AIG teacher • Dual enrollment • Honors classes • Job shadowing • Virtual learning experiences • Service learning (honor cords) • Field trips • Maker Faire Presenters • Competitions • Earth Day Awareness Presenters (CSB) • Summer Studies • Differentiated instruction • Governor's School • School of Science and Math • Beta Club • Freckle computer based instruction for differentiation
AR	• Battle of the Books • Essay Competitions
AM	• North East Regional Mathematics Contest (Chowan University)

Each year, students attend at least one educational field trip. These field trips provide opportunities for the schools to interact and for students to experience different cultures.

- K-5: Common Core Standards
- 6-8: College Readiness (student choice)
    - Examples include:
        - NC State
        - UNC Chapel Hill
        - Shaw University
        - Chowan University

        - Duke University
    - Common Core Standards
        - Hope Plantation
        - Sylvan Heights
        - Liverman Park and Mini Zoo
        - Museums
        - Planetariums
        - Aquariums
- 9-12: Cultural Experiences
    - Examples include:
        - NC Museum of Art
        - Spirit of Norfolk
        - Meherrin Pow Wow Heritage Celebration

The Maker Faire has been designed to meet the needs of AIG students in the district.

- AIG Early College High School students and community partners collaborate to provide creative learning experiences for the AIG elementary and middle school students.
- HS AIG students present to:
    - peers
    - elementary AIG students
    - local/ state level conferences

AIG Summer Studies is hosted for AIG students and their siblings. Students have the opportunity to participate in activities that are above and beyond the common core standards.

- K-5: 3 days
- 6-12: 3 days

AIG teachers will work collaboratively with the AIG Coordinator to provide appropriate services including assistance with:

- additional responsibilities to plan and implement programs
- quarterly newsletters
- scheduling times to meet with students

- monitoring academic progress
- Assist with:
    - Governor's School
    - Summer Camps
    - NCSSM (North Carolina School of Science and Math)
    - Scholar Cords
    - Duke Talent Identification Program

Additional middle/high school services include:

- Math 1
    - AIG students who are strong in math or identified as AM will have the opportunity to take Math 1 in eighth grade
    - Students who are identified as AR (Academically Gifted in Reading) or IG (Intellectually Gifted) should not be required to take Math 1
    - Non-identified level 5 achieving students will be placed according to HB986 guidelines into the Math 1 class
- NCVPS
    - Students who meet the district criteria in grades seven and eight will have an opportunity to participate
        - Seventh grade will take Middle School Success 101
        - Eighth grade will take Environmental Science

- Grades 6 - 12 will meet monthly with their AIG teachers to:
    - Participate in team-building activities
    - Discuss social-emotional needs

After students have been identified they will receive a Differentiated Educational Plan (DEP) that will tailor to their academic needs. Input for the DEP will come from the school counselors, EL specialist, and other instructional staff. The DEP will be stored in the students' folder in the AIG coordinator's office and will be updated in PowerSchool. The DEP will be reviewed annually with the parents, teachers, and administrators.

The AIG Team works collaboratively with the MTSS Team to identify underachieving AIG students in order to provide them with support.

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

In addressing the social and emotional needs of the AIG students the following services are provided:

- Miss Kendra (K-5)
- Sanford Harmony (K-12)
- Guidance Counselors (K-12)
- MTSS Team (K-12)
    - PBIS
    - behavior contracts
    - HCPS behavior specialist
- Hertford Suite 360 (6-12)

These support services are provided by teachers, school counselors, PBIS specialists, the MTSS, Curriculum and Instruction (C&I), and Student Services Teams, district social worker, English Learner, or the Exceptional Children's Department. If warranted, a teacher will collaborate with one or more of these individuals following the initial conference to determine if the academic performance or behavior has been affected by social or emotional factors. Any support services will be noted in the student's DEP and parents will be notified.
If students need services outside the educational realm they will be referred to local mental health professionals or community agencies (Integrated Family Services/Vidant Health/local churches) that specialize in social and emotional well-being.

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

The AIG Team works diligently to assist all stakeholders in understanding the identification process as well as the five areas of giftedness which include:

- AIG (Academically Gifted in Reading and Math as well as Intellectually Gifted)
- AG (Academically Gifted in Reading and Math)
- AR (Academically Gifted in Reading)
- AM (Academically Gifted in Math)
- IG (Intellectually Gifted)

These areas of giftedness as well as the identification criteria can be found in this Helpful Hints Document.

The AIG Team will continue to research effective strategies for gifted students that align with the areas of identification while continuing to utilize the resources already provided by the LEA. The AIG budget will continue to provide resources and professional development to the AIG teachers in order for them to grow professionally. Resources and strategies already available include, but are not limited to:

- mCLASS
- Schoolnet
- Spheros
- iPads
- Green screen
- Professional development opportunities
- Robotics
- Maker Faire

Currently, the AIG Coordinator is a member of the Curriculum Instruction Team. The AIG Coordinator:

- Attends Principal's Meetings and district wide PLCs
- Reflects on School and District Improvement plans and makes recommendations as needed to improve the district-wide approach to gifted learners
- Collaborates with administrative teams to ensure that AIG services and resources are integrated with and aligned to the LEA's instructional program
- Reviews all local Board of Education policies that relate to AIG and make suggestions for policy revisions
- Collaborates with school counselors to offer:
    - Credit by Demonstrated Mastery
    - Governor's School

- Governor's Page
- Duke Talent Identification Program opportunities

The AIG Coordinator and CTE Director will partner with businesses and current district initiatives to foster mentorships for our AIG students and work-based learning for middle and high school.

The AIG program is inclusive of all students. Counselors have been intentionally sought out to serve on the AIG District Council in order to add a counselor's lens to the AIG standards. Likewise, when an AIG student is identified as twice exceptional or as EL, the AIG Team will:

- Coordinate with the LEA's Exceptional Children's Department to meet the needs of the twice exceptional population
- Collaborate with the English Language (EL) teacher to identify students whose first language is not English

* **Practice D**

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

The HCPS AIG Team will provide flexible grouping for AIG students based on their identification and academic needs. The AIG Coordinator, along with Lead AIG Teachers, will incorporate strategies and practices based on the book *The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All* by Susan Winebrenner and Dina Brulles and other research-based studies. AIG students will be grouped initially based on their identified areas.

At the beginning of each school year, it is recommended that the district AIG coordinator and administrators meet to discuss AIG flexible/cluster grouping for K - 8. The suggested process is as follows:

- Review EVAAS data for teachers to determine who has grown the gifted population
- Assign AIG students to AIG certified teachers based on their identification
- Group students based on identification (AM, AR, AG, AIG, IG)
    - AM students will be in the homeroom of a highly qualified math teacher or an AIG certified teacher
    - AR students will be in the homeroom of a highly qualified reading teacher or an AIG certified teacher
    - AG and AIG students will be grouped in one of the above classes
    - IG students (based on numbers) will be grouped together in one class if possible
        - If not, they will be grouped together in the AR or AM class based upon data that supports their academic strength with specific differentiation

*** 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.

The AIG Coordinator works to empower and support the AIG certified teachers who participate in the AIG PLC. These teachers are constantly seeking ways to communicate and collaborate with the educators in their buildings to bring awareness of the characteristics of AIG students, the identification process, and the services provided for gifted learners.

The AIG Coordinator keeps open communication with school personnel regarding gifted education and AIG updates shared through:

- Principal's meetings
- Curriculum and Instruction meetings
- District level team
- Family AIG Night
- Brochures
- Staff meetings
    - AIG Plan 2022-2025 Common LEA Powerpoint

The AIG Certification Cohort will continue to be funded with the goal of adding more AIG certified teachers to the district. This goal is being met through:

- Classes through the University of NC Pembroke
    - AIG Licensure Agreement
- PD for teachers providing instruction to gifted students
- AIG tutor
- LEA supported programs
    - Renaissance Learning
        - STAR Reading/Math
        - Freckle Reading/Math
    - Exact Path Reading/Math

The coordinator, AIG tutor, and certified AIG teachers also work to communicate information about AIG. Some of the information includes:

- Website

    - Article 9B
    - AIG Plan
    - Academic opportunities
    - Frequently Asked Questions
    - Credit by Demonstrated Mastery (CDM)
    - Suggestion box
- Student Monthly Newsletter (12th grade)
- Quarterly Newsletter highlighting AIG activities and events
- Brochure listing referral, screening and identification processes, service, Lead Teachers etc.
- AIG Handbook for AIG Specialists (shared drive)

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

AIG records for students identified and tested prior to 2019 are stored in the AIG Coordinator's room at Ahoskie Elementary School. Beginning 2019-20, students' DEP records were entered into PowerSchool. At the beginning of each year, the AIG Coordinator updates the rosters for each school and shares the roster with:

- school administrators
- school counselors
- AIG certified teachers
- regular education teachers of gifted students

To ensure the continuation of services at key transition points (4th, 6th, and 9th grade), the AIG District Council will notify parents via letter about what to expect in terms of gifted programming when their child transitions to the next school. Additionally, Parent Night can be held to review program and student goals and services at the next level. Students at transitional grade levels participate in school visits and AIG services are highlighted upon these tours. Also during Summer Studies Camps, students in transitional grades will participate in activities that will prepare them for the additional rigor at the next level.

- AIG descriptors
- Academic opportunities
    - Elementary School Transitional Letter
    - Middle School Transitional Letter

- High School Transitional Letter

*** Practice G**

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

The AIG team will refer to the Iowa Acceleration Scale as a determining factor for acceleration. Each school has an Academic Services Team that consists of:

- Classroom teachers
- Counselors
- Administration
- AIG Lead Teacher
- District AIG Coordinator

The team is responsible for making placement and service decisions based on:

- Aptitude
- Achievement
- Performance data
- Teacher/parent checklist
- Student interest surveys

Enrichment and acceleration includes:

- Grade acceleration
  - All AIG school level team meetings concerning acceleration must include principal
  - Acceleration Procedure Documentation Form
    - Criteria 1: Evidence provided that student is at least two grade levels above
    - Criteria 2: Aptitude score of at least 98% or higher in which total composite using age level norms
    - Criteria 3: Achievement level 4 or 5 on EOG/EOC
    - Criteria 4: Evidence provided that students social and emotional development is above peers (counselor/psychologist)
    - Criteria 5: Recommendation based on direct observation of classroom teacher, AIG teacher, or principal
    - Criteria 6: Portfolio (works for or against acceleration)
    - Criteria 7: Parent consent (parent explanation for or against acceleration)
  - Accelerated placement decision must be based on student meeting five out of seven criteria
  - Individual differentiated educational plan

    - Follow up conference within four weeks to review student progress
- Dual enrollment
- Credit by Demonstrated Mastery
- Subject acceleration
- Distant Learning opportunities

* **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.

HCPS strives to provide high-level resources to classroom teachers in order to target the needs of our diverse population. These resources will assist teachers across all grade spans enriching instruction in order to meet the needs of the talent development/high flyers. The council will:

- Collaborate with the exceptional staff, EL specialists, and counselors
- Continue to research effective strategies and resources for these groups
- Connect, when possible, each student with a mentor who will help develop:
    - Social skills
    - Academic skills
    - Interest-based exploration

The AIG program will develop and promote equity and excellence by providing access to advanced learning opportunities to the traditionally diverse AIG populations by using AIG funds for:

- Field trips, plays, musicals, landmarks, zoos, and college tours to expose students to experiences that will broaden their cultural and academic horizons
- AIG Summer Studies to enrich content and experiences that may not be exposed to in the regular classroom

The diverse population of gifted students will be encouraged to:

- Participate in school, district and state competitions
- Enroll in NCVPS (North Carolina Virtual Public Schools) beginning in grade 7
- Take advanced coursework, such as dual enrollment
- Enroll in college-level, online and distance learning courses

*** Practice I**

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

The AIG Team maintains an AIG Program Brochure that gives parents and students an idea of the many possibilities for involvement. It is distributed during AIG Parent Nights and accessible on the AIG webpage. The brochure includes:

- Academic opportunities by grade span
- School contact information
- Links for additional information

In grades K-5 students are given support in extra-curricular programs and events such as:

- Battle of the Books - quiz bowl type book competition
- Math Champion - individual and group competition through Chowan University
- Robotics - group STEM competition
- AIG Summer Studies - local enrichment activities in a camp setting
- Spelling Bee
- National Junior BETA Club
- Field Trips
- Maker Faire - activities created by early college AIG students for elementary and middle school AIG students
- Mentoring opportunities
- Soil and Water Posters
- Essays and other writing competition

In grades 6-12 quarterly newsletters are sent out by the AIG Coordinator to show student's participation in extracurricular programs and events, such as:

- Field trips
- Maker Faire - activities created by early college AIG students for elementary and middle school AIG students
- Battle of the Books - quiz bowl type book competition
- State National BETA Club competitions
- CTE competitions (Skills USA, Virtual Enterprise, HOSA)
- North Carolina School of Science and Mathematics
- Governor's School
- End-of-Year celebrations
- AIG Summer Studies - local enrichment activities in a camp setting
- Various content based competitions

- Robotics - group STEM competition

In order to gather ideas about AIG activities and student interests, feedback will be gathered from student interest inventories (K-5) and surveys (6-12).

*** Ideas for Strengthening the Standard**

- The AIG PLC could begin working towards the design of a setting that allows students to explore service options that are self-initiated and self-directed by the students
- Increase the number of AIG certified teachers
- AIG Support team at every school will become more active
- Build a social/emotional library at each school accompanied by bibliotherapy lesson plans
- Living Document: Resources for Differentiation According to AIG ID

Planned Sources of Evidence

* 2a: Field trips Maker Faire Newsletters Summer study rosters Parent letters
* 2b: Collaboration log Invoices Minutes from meetings/training PBIS events
* 2c: Meeting agenda Helpful Hints document District Council suggestions GT Ignite courses CDM, Governor's School, etc
* 2d: Pullout rosters EVAAS data Class rosters based on identification Meeting minutes
* 2e: AIG legislation PD Websites AIG district brochure Newsletters Agendas UNCP invoices Suggestion box
* 2f: Student folders Transitioning parent letters Web-page Parent night agenda AIG rosters
* 2g: Meeting minutes CDM forms and procedures Student schedules
* 2h: AIG headcount Demographic data Field trip forms Meeting minutes AIG invoices Competition photos
* 2i: What to Expect letters Academic opportunities handout Student interests surveys Newsletters Brochures Summer study roster Competition invoices Competition photographs

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 2 Additional Resources	N/A	Iowa Acceleration Scale Helpful Hints to AIG Identifications AIG Licensure Agreement AIG Descriptors Elementary Transitional Letter Middle School Transitional Letter High School Transitional Letter Acceleration Procedure Document

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Standard 3: Differentiated Curriculum and Instruction

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

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

District Response:
HCPS supports differentiation across the entire K-12 curriculum and differentiation based on the identified ability of the students. Teachers use the NCSCOS as an entry point for curriculum and adapt the curriculum content for enrichment, extension, and/or acceleration opportunities based on the student's needs. When planning curriculum instruction, teachers utilize a variety of practices. These may include but are not limited to:

- Interest inventories
- Multiple learning styles
- Pre-Assessments
- Formal/informal assessments
- Prior-achievement data
- Prior-aptitude data
- DEP plans
- Teacher observations

When creating lesson plans, teachers will consider the content, process, and product dealing with differentiation. Teachers can receive support through a variety of staff including:

- MCL's
- Instructional Technology Facilitator (ITF)

- EC/EL specialists
- AIG coordinator

The needs of the AIG population at each school will determine the strategies utilized. Strategies might include, but are not limited to:

K-5: Service options:

- Early entry to Kindergarten
- Subject acceleration
- Grade acceleration
- Curriculum compacting
- Project based learning
- Weekly tutoring with AIG tutor
    - Push-ins
    - Pull-outs
- Computer-based instruction
    - Exact Path
    - Freckle Reading/Math
- Cluster grouping
- Competitions
- Talent development lessons
- Tiered lessons
- Field Trips

6-8: Service options:

- Subject acceleration
- Grade acceleration
- Cluster grouping
- Flexible grouping
- NCVPS
- Math 1 and other highschool courses
- Project-based learning
- Tiered lessons
- Extra-curricular activities

- Competitions/contests
- Field Trips
- Computer Based Instruction
- Monthly enrichment pull-out

9-12: Service options:

- Honors courses
- Dual-enrollment opportunities
- Distant learning
- Credit by Demonstrated Mastery
- Advanced Career and Technical Education courses complete with certifications
- Internships
- Competitions/contests
- Extracurricular activities
- Clubs
- Early course completion
- Governor's School
- Governor’s Page
- Special electives
- Field Trips
- Monthly enrichment pull-out

* **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:

HCPS recognizes the need for differentiation in the classroom. Knowing the needs of the advanced learners are best met through research-based strategies and other best practices, the district will provide professional development to all teachers. Professional development is offered through GT Ignite, AIG Booster Shot, and local AIG bi-monthly PLCs. Differentiation occurs through the use of many practices including, but not limited to:

- Curriculum Compacting
- Tiered Assignments

- Cooperative Learning
- Higher Order Questioning
- Interest Groups
- Thematic/Differentiated Units
- Flexible Grouping
- Student Goal Setting and Reflections
- Computer-Based Instruction
- Enrichment Clusters
- Advanced Course Offerings
- Learning Contracts
- Service Learning
- Student-Led Forums
- Authentic Research and Products (addressing a problem of personal interest which impacts a real world audience)
- Graduation Projects
- Socratic Method
- Cornell Note Taking
- Student led Conferences

* **Practice C**

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

District Response:

HCPS provides district-wide instructional resources that enhance curriculum and instruction. Teachers across the LEA use SchoolNet, Exact Path, Freckle Reading/Math, IXL Math, STAR Reading/Math, and mCLASS to differentiate instruction for gifted learners. These programs are research-based and can be used to accelerate content or to identify and address content gaps.

AIG certified teachers promote differentiation by:

- Attending the NCAGT or NCTIES Conference
- Sharing resources from the conferences
- Selecting supplemental resources
- Collaborating with instructional coaches, Instructional Technology Facilitator (ITF), media coordinators, and the EL teacher

- Participating in GT Ignite online professional development
- Developing Curriculum Maps and Guides
- Sharing resources through the media centers professional collections

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

District Response:
The AIG Coordinator fosters the development of future-ready skills at an advanced level through:

- AIG Resource and Enrichment Class for grades K-5
- Monthly Features for grade 12
- Monthly enrichment pull-outs for grades 6-12
- Maker Faire for grades K-12
- AIG Summer Studies for grades K-12
- Community Service Projects for grades 9 - 12
- Sponsorship of Battle of the Books teams and competitions for grades 4-12

While in the Resource and Enrichment Class, students are engaged in higher order thinking skills and hands-on activities. They use Google Classroom and/or Canvas collaboratively and are taught research skills. For the Monthly Features, students are periodically introduced to various digital tools and resources that provide support for their academics.

At the Maker Faire K-12 gifted students have the opportunity to engage in hands-on technology. Students can select stations of their choice and options include but are not limited to:

- Arduinos
- Snap Circuits
- Makey Makeys
- Robotics
- Wearable Circuits

High school students serve as facilitators, and they work collaboratively with their peers to teach the students who select their station.

At the AIG Summer Studies, students can select sessions to attend ranging in topics from dissection to robotics. All of these opportunities enhance critical thinking, problem solving, communication, and collaboration while allowing students to have critical dialogue with like-minded peers.

At the end of the school year, AIG students and AIG teachers at Hertford County High School organize an End-of-Year AIG Celebration. The students plan the agenda which can include original poems, instrumental and vocal selections, and dramatic readings.

* **Practice E**

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

District Response:

Conversations about flexible grouping and differentiation will be essential as teachers rearrange groups of students who share or lack the same skill set. Teachers at HCPS use data-driven instruction and progress monitoring to help create these groups and differentiate classroom curriculum through the use of:

- NC Check-In's
- EVAAS
- SchoolNet
- EOG/EOC
- Common Assessments
- Pre- and Post- Assessments
- Teacher-Made Assessments
- Read to Achieve

Instructional Coaches work with teachers to:

- use SchoolNet assessments
- accelerate, enrich, and extend curriculum for students who have already mastered the content

AIG teachers who attend the AIG PLC meetings will receive professional development in the use of formative and summative assessment to differentiate instruction. The AIG Coordinator attends PLCs and meets collaboratively with teachers and administrators to discuss AIG students' progress after major assessments.

*** Practice F**

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

District Response:

It is the AIG department's goal to address the social and emotional needs of the AIG students through various affective curricular and instructional practices, such as:

- Grouping in academic courses
- Bibliotherapy
- Miss Kendra
- Harmony & Inspire
- Suite 360
- Tiered and Compacted Lessons
- Support for teachers of gifted students from school counselors
- Social interaction events such as: Maker Faire, AIG Summer Studies, and Chat & Chew
- Use of an Emotional Intelligence Inventory (adapted from Sterrett 2000)
- Establishment of a relaxed and nurturing atmosphere at all events to encourage meaningful communication and an exploration of interests with peers and adults
- AIG Resources available in media centers' professional development collections

*** Practice G**

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

District Response:

HCPS identifies and serves AIG students from kindergarten to graduation. Students in grades K-2 are primarily identified using an ability test and are identified as IG. However, beginning in 2022 students in K-2 may be identified based on achievement scores from DIBELS and K-2 math assessments. The AIG Coordinator works collaboratively with the EC department to identify twice-exceptional students. The AIG PLC has discussed numerous times how to provide K-2 students with talent-development opportunities. Based on those discussions, the AIG Coordinator will:

- conduct action research, analyzing data for the 2022-2025 plan cycle, in order to intentionally cultivate potential in young learners
- work collaboratively with the AIG Teachers and regular education teachers to form a talent development group based on the following criteria:

Grade:	Talent Development Group Criteria:
K	Must have a DIBELS composite score of 354+ OR an 85th-89th percentile on standardized math assessment OR an 85th - 89th percentile on the NNAT3
1	Must have a DIBELS composite score of 361+ OR an 85th-89th percentile on standardized math assessment OR an 85th - 89th percentile on the NNAT3
2	Must have a DIBELS composite score of 365+ OR an 85th-89th percentile on standardized math assessment OR an 85th - 89th percentile on the NNAT3
3-12	Must score 85th - 89th percentile range on reading OR math OR biology EOG/EOC OR NNAT3

Parents and students will be informed that the students have the option to participate in the talent development group, but that participation in the group does not mean they are identified. Participating students will be served by their regular classroom teacher with support from the AIG tutor, AIG lead teacher, and AIG coordinator. Examples for differentiation can include:

- tiered lessons
- independent studies/contracts
- compacting curriculum

These methods allow teachers to differentiate based on a student's interests, abilities, and readiness. The groups will be flexible as students move into and out of the talent development group. Over the three year period, data will be collected to see how the criteria for the group aligns with students who get identified by ability and/or achievement in later years.

* **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:

To ensure the needs of gifted learners are met, the District has established the AIG PLC where AIG certified teachers meet bi-monthly. Through the leadership of the AIG coordinator, the AIG PLC members meet regularly to:

- Monitor progress of the program services
- Receive professional development regularly
- Add resources and strategies for differentiation
- Develop effective professional development for non - AIG certified staff

For the 2022-2025 AIG Plan Cycle, the AIG PLC will provide professional development to regular education teachers and other instructional staff through:

- Presentations of AIG Lead Teacher during staff meetings
- GT Ignite online courses
- Bi-Monthly PLC dialogue sessions

Collaboration among the AIG coordinator, tutor, classroom teachers, school counselors, instructional technology facilitator, administrators, and EC/EL staff is essential for the development and implementation of differentiated curriculum and best practices. Collaboration may take place during :

- Common planning periods
- Staff development sessions
- After school sessions
- Teacher planning periods
- Professional development days

These conversations will lead to adequate cluster grouping for AIG students, appropriate professional development for classroom teachers, and knowledge of resources needed to support our underrepresented populations.

* **Practice I**

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

District Response:

Once identified, the AIG coordinator meets with the student's parents/guardians and discusses the services to be included in the DEP. At this time, parents/guardians have the right to ask questions and provide input. This DEP is signed by parents and teachers and is placed in the student's AIG file. The DEP clearly states how the curriculum will be accelerated, enriched, or extended. Critical thinking skills will be the primary instructional focus. The classroom teacher is responsible

for providing the DEP services throughout the school year. K-5 students receive weekly pull-out services through the AIG tutor. Grades 6-12 students receive monthly pull-outs with the AIG lead teacher. The DEPs are reviewed annually by the AIG coordinator with input from the classroom teacher(s). Any changes are noted and a conference is scheduled with the parent/guardian for review. The DEP includes:

- Services/changes of services
  - The revised DEP will be signed to verify that parents and teachers are aware of changes
- Grade or subject acceleration
  - Students will have an IDEP Form that is signed by all parties involved
- Yearly evaluation of AIG student files

Information on services and academics are provided through:

- AIG webpage
- Curriculum Night
- End-of-Year Celebrations
- Parent Conferences
- High School Registration Meetings

*** Ideas for Strengthening the Standard**

- Utilize our AIG tutor to work with the talent development pool
- Purchase Jr. Great Books and provide training for teachers to use this resource
- AIG PLC members from each of the transitional grade levels could create an electronic activity binder by standard for teachers to use that would promote critical thinking and problem solving
- District-wide professional development on differentiation presented with time for teachers to apply the strategies to their teaching content

Planned Sources of Evidence

* 3a: student growth local curriculum pacing guide/lesson plans agendas/sign-in sheets course offering pullout/enrichment schedules rosters of AIG certified teachers communications AIG tutor time sheet
* 3b: sign-in sheets/agendas curriculum/academic opportunities student product/work samples/schedules conference information lesson plans assessment data college credits co-teaching notes booster shots

* 3c: curriculum maps websites PD schedules
* 3d: student-lead lessons EOY celebrations flyers/invitations monthly features
* 3e: data student products teacher reflections tiered assignments differentiated assignments
* 3f: SEL lessons counseling strategies resources for articles studies bibliotherapy agendas
* 3g: nurturing pool list nurturing pool schedule assessments
* 3h: differentiated lesson plans agendas/sign-in sheets differentiation dialogue
* 3i: invitations to parents what to expect letter AIG folders DEP/IDEP

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

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Standard 4: Personnel and Professional Development

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

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

District Response:
Hertford County Schools currently employs an AIG district licensed support person to develop, guide and monitor all aspects of AIG Programming as outlined in this AIG Plan. In the event the current AIG Coordinator leaves the district, HCPS will continue to support AIG specialists and learners by appointing a district support AIG licensed coordinator of gifted education through the Curriculum & Instruction Team. Currently the AIG Coordinator is the only full time AIG employee in the district and provides leadership at all levels for the needs of AIG learners. The AIG Coordinator will:

- Plan agendas for PLCs
- Provide professional development
- Empower certified AIG teachers to be specialists in their schools
- Work with the AIG Lead Teachers to establish roles and responsibilities
- Oversee the AIG tutor
- Collaborate with district leadership to meet the needs of gifted learners
- Attend district principals', regional and state meetings

The AIG Coordinator relies heavily on the AIG certified teachers in the district. All certified AIG teachers are invited to participate in the AIG PLC meetings throughout the year. At least one AIG certified teacher has been selected to be the AIG Lead Teacher for the school.

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

District Response:
AIG personnel are engaged in tasks which address all aspects of the needs of gifted learners. Listed below are the roles and responsibilities of AIG personnel in the district.

- The Coordinator, the only full-time AIG specialist in the district K-12:
    - Creates and oversees activities on the AIG Planning Calendar of AIG events
    - Monitors, implements, and revises final drafts of AIG plan
    - Oversees all aspects of the referral, screening, and identification of AIG students service
    - Oversees online/advanced coursework for middle school NCVPS
    - Oversees Maker Faire: Sends out invitations, purchases equipment, recruits teachers
    - Creates the criteria, designs lessons, maintains spreadsheet of criteria met, shares criteria with parents, staff and students for AIG Honors Scholar cords
    - Organizes staff, recruits students, communicates with parents, organizes logistics, helps teach lessons and purchase materials for AIG Summer Studies
    - Creates the agenda, invites community stakeholders, copies materials for AIG Parent Nights
    - Collaborates with PLC members to plan field trips, organizes the logistics, and manages the finances of trips in collaboration with finance department
    - Recruits teachers, manages tuition fiances and book check-out, liaison between UNCP and HCPS cohort teachers for the AIG Certification Cohort
    - Organizes the professional development, documents hours for CEU credits, notifies PLC members and administrators of meeting dates and times, secures meeting location, organizes supplies
    - Recruits members, secures meeting location, organizes supplies, notifies members of meetings, presides over meetings for the AIG District Council
    - Recruits at least one lead AIG teacher per school if possible, communicates and sets up meetings, supports the leads as leaders in their buildings
    - Sends out tips that share strategies for advanced learners, competitions, digital learning tools, etc.
    - Monitors all programs and resources involving gifted students
    - Maintains AIG webpage

    - Supervises travel details, registration, reimbursements, and provides support to teachers to present sessions for NCAGT and other conferences
    - Works with counselors, parents, staff and students to organize and share information on Credit by Demonstrated Mastery
    - Works with counselors to identify candidates for Governor's School and Governor's Page and assists counselors through the process, review and submission of final packets and securing funding
    - Supports academic opportunities in schools
    - Attends principals' meetings
    - Creates a yearly budget for AIG and monitors the use of funds for gifted programming
    - Fulfills jobs as assigned by supervisor
- Part - Time AIG Tutor: K-5 (This employee must have an AIG Licensure or take specific classes each year of employment in GT Ignite as noted by the District Coordinator)
    - Collaborates with educators who teach gifted students
    - Provides enrichment for all identifications of students in grades K-5 weekly
    - Provides curriculum support based on weekly need assessments through pull outs, co-teaching, or in class service
    - Promotes conferences with students, teachers, parent, and administrators
    - Monitors and assists with the implementation of the AIG Plan
    - Assists the AIG Coordinator with a wide variety of activities
- AIG Lead Teachers K-12:
    - Serve as liaisons for the services and personnel in their building
    - Serve as primary contact for AIG in schools
    - Assist with organizing field trips
        - Create parent letters/permission slips
        - Complete online field trip form
        - Distribute and retrieve permission slips
        - Communicate with bus drivers, school nurse, and cafeteria manager
    - Assist with paperwork for newly identified students and students referred for testing
    - Attend AIG PLC meetings, NCAGT or other conferences, AIG Parent Nights, and End-of-Year Celebration
        - Submit appropriate paperwork for substitutes based on LEA requirements
    - Conference with students
    - Organize AIG meetings with students

    - Collaborate with educators who teach gifted students
    - Act as a liaison between the administrator and AIG Coordinator
    - Monitor and assist in implementation of the AIG Plan
- AIG Lead Teachers 6-12:
    - Meet monthly with AIG Scholars
    - Collaborate with school counselors and AIG Coordinator for NCVPS High School courses (7-8)
    - Assist students that qualify for college level courses
    - Assist seniors in earning AIG Scholar Cords for graduation
- AIG PLC K-12:
    - Invite AIG certified or those working towards certification to attend the AIG PLC meetings
    - Serve as the working body of the AIG Department of HCPS
    - Meet at least bi-monthly
    - Receive intense professional development concerning the academic, intellectual, social, and emotional needs of learners
    - Research best practices for teaching gifted learners
    - Create resources for gifted programming
    - Provide training in their schools
    - Implore peers to consider needs of gifted, acts as catalyst for discussions about gifted learners
    - Brainstorm the implementation of ideas for the AIG Plan
    - Discuss AIG events
    - Work and plan lessons for the AIG Summer Sessions
    - Discover methods to improve our services for gifted learners

As a thank you for the myriad of duties they perform, AIG Lead Teachers receive a stipend based on yearly funding. The AIG Tutor is a paid position within the district.

* **Practice C**

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

District Response:

The AIG Coordinator will empower the AIG PLC members to be the AIG leaders in their school by providing professional development specifically aimed at differentiation and the social and emotional needs of gifted learners. This professional development is extended to all persons associated with gifted students. Additionally, the AIG Coordinator shares a quarterly newsletter to communicate with all HCPS employees.

To maximize the service and growth for AIG students, all personnel involved with AIG students will need knowledge of:

- Academic, intellectual, social and emotional needs
- Available professional development of the characteristics of gifted learners
- The importance and implications of Article 9b
- The expectations of the AIG standards and practices

To ensure the service and growth of all AIG students, all staff providing services to AIG students must receive professional development as required by the district:

- AIG Instructional Booster Shots (DPI resource)
    - Basic Differentiation
    - Questioning
    - Tiering
    - Compacting
- AIG Social and Emotional Booster Shots (DPI resource)
    - Gifted Characteristics
    - Overexcitabilities & Intensities
    - Asynchronous Development
    - Perfectionism & Underachievement
- AIG PLC Meetings

Specific Resources and Professional Development

Classroom Teachers	• Characteristics and behaviors of the gifted • Process of identification, differentiation, and instruction • Social-emotional needs of gifted learners • GT Ignite ○ Three required hours yearly

Instructional Specialist	• Technology integration • Differentiated instructional strategies
Student Services Personnel	• Characteristics and behaviors of the gifted • Process of identification, differentiation, and instruction • Social-emotional needs of gifted learners • Twice/Dual Exceptional students
Administrators	• Characteristics and behaviors of the gifted • Process of identification, differentiation, and instruction • Social-emotional needs of gifted learners • Twice/Dual Exceptional students • Technology integration • Differentiated instructional strategies

* **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:

Principals and AIG Coordinator work together to place AIG students in classes with AIG certified teachers. If a certified AIG teacher is not available, the AIG Coordinator works with the Director of Accountability and Testing to analyze EVAAS data in search of teachers who will show progress with AIG students. These teachers will participate in AIG professional development and meet the requirements set by the district in order to teach AIG students. Students in K-8 are clustered (four or more students of the same identification and when possible in the same teaching family). All students in grades 9-12 are given the option to attend the STEM, Early College, or regular high school. Based on enrollment, 9-12 AIG students are offered and strongly encouraged to take honors courses on site, and enroll in college courses through Distance Learning Programs. The AIG students will be served by AIG-certified teachers who are skilled in enrichment, acceleration, and differentiation, or teachers who have completed the following LEA requirements:

- Participation in PD
    - Lead AIG Teachers will provide quarterly professional development during regular scheduled staff meetings

    - Professional development will be regarding differentiation for all students and focusing on the needs of the gifted population
- GT Ignite (online courses)
    - The LEA recommends that teachers seek online professional development through GT Ignite
    - Recommended courses are suggested to be related to the educators' content area
    - Teachers who take the online courses will receive CEUs and will be mentioned in the quarterly newsletter

All teachers will be encouraged to obtain certifications through the AIG Certification Cohort offered by UNCP. AIG funds will continue to be used to pay for tuition and books, as an incentive. Upon completion of the certification, these teachers will be acknowledged by the Board of Education.

* **Practice E**

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

District Response:

HCPS offers a funded cohort program through UNC Pembroke for AIG licensure. The AIG Coordinator presents information about the cohort to all staff members through staff meetings and emails continuously throughout the year. The AIG Coordinator collaborates with administration in identifying and encouraging a diverse population of staff to apply for this cohort. The district supports this cohort by paying for books and tuition. Employees who wish to utilize this service must remain in the district for a minimum of two years. If an employee chooses to leave the district before the two years, they must reimburse the district all monies used to fund the cohort. Employees who wish to participate in the cohort must complete the AIG Licensure Agreement Form. Although teachers are encouraged to take advantage of the cohort courses, they may challenge the AIG Praxis and obtain certification without course work.

Each school in the HCPS district employs at least one AIG certified lead teacher. This individual receives a yearly stipend for the services they provide. All teachers who are licensed have the opportunity to act as the lead teacher for their school. AIG teachers, regardless of whether they are the lead, are given AIG students to teach.

* **Practice F**

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

District Response:
HCPS is taking actions to increase the access to opportunities that positively impact achievement and growth for all students regardless of their racial, ethnic, economic, or other demographic factors. HCPS provides focused professional learning opportunities in order to promote both equity and excellence through a variety of programs and services. In order to support teachers in meeting the needs of all AIG students and encourage the change in mindsets, policies and practices, HCPS provides the following resources:

- GT Ignite
  - Special considerations given to courses regarding equity and excellence, twice-exceptional students, and social/emotional needs
- Collaborative committee focused on equity in advanced course enrollment
  - Identification of underserved populations
  - Review of data including progress reports
- Professional learning communities to focus on student learning needs
  - NCAGT
  - NCTIES
  - District Equity Training
  - HCPS SEL Teams
- Partnerships with regular education, counselors, EC staff to determine professional learning needs

* **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:
Professional development for AIG specialists will continue to support the district and local AIG program goals, along with the best practices in gifted education as outlined in school improvement plans. HCPS has three district initiatives for professional development opportunities for teachers. These focus on:

- Improved Literacy
- Student Use of Technology
- Effective Delivery of Instruction/Differentiation

AIG teachers serve on school and district committees (SIT, MTSS, SEL) to ensure AIG concerns are heard and considered. They seek to collaborate with these teams and others to integrate best practices for gifted learners across professional

development settings and topics. Professional development opportunities are held on district-wide PD days or monthly PLC meetings.

The district will use courses from GT Ignite, an online platform of professional development for the instruction of AIG students, as a means of offering professional development addressing district wide initiatives and AIG program goals. In addition to this professional development, other opportunities are provided for all teachers. These may include:

- North Carolina Association for the Gifted and Talented (NCAGT)
- North Carolina Technology In Education Society (NCTIES)
- Pitt County Schools TechFest
- DPI Booster Shots

AIG Lead Teachers will participate in PLCs consisting of regularly scheduled meetings. During the PLCs, these teachers will:

- Plan events and activities for AIG learners including:
    - Field Trips
    - Summer Studies Sessions
    - Maker Faire
    - Chat & Chew
- Plan informational sessions for students, parents, and teachers including:
    - Parent Nights
    - Open House
    - Web page Updates
    - Quarterly Newsletters
    - Areas of Needed Professional Development
- Discuss district and AIG program goals including:
    - Differentiated Instruction
    - Technology Integration
    - Social/Emotional Needs
    - Growth Mindset
    - AIG Best Practices

*** Ideas for Strengthening the Standard**

- Support for implementation of district wide professional development that focuses on the AIG population
- Provide AIG tutor opportunities to attend regional and state AIG conferences
- Invite AIG tutor to attend AIG PLCs

Planned Sources of Evidence

* 4a: AIG website AIG updates to admin PLC agendas tutor schedule
* 4b: cohort teachers list conferences attended invoices AIG calendar CEU credits
* 4c: AIG PD calendar GT Ignite sessions differentiation dialogue agendas newsletter
* 4d: new AIG teacher certification PD AIG rosters GT Ignite certificates
* 4e UNCP cohorts AIG licensure agreement list of AIG certified teachers
* 4f: district school improvement/equity plans GT Ignite participants agendas/sign-in sheets conferences
* 4g: competition photos conference registrations invoices newsletters webpage list of PD

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	AIG Substitute Form AIG Booster Shots AIG Licensure Agreement

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Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

District Response:
The HCPS AIG Department is working collaboratively with area businesses and developing meaningful relationships with many families. The AIG Department will continue to inform current and potential stakeholders about the AIG students. The AIG Department will:

- Email quarterly AIG Highlights to teachers, students, and parents. These highlights will include:
  - Students' activities
  - Competitions
  - Other opportunities
- Communicate with parents and stakeholders through various means such as:
  - Remind app
  - Conferences
  - HCPS website
  - School events, such as:
    - PTSO

    - AIG Parent Nights - parents may be guest speakers
    - Open House
    - AIG End-of-Year celebrations
- Invite parents and stakeholders, depending on funds, to attend local and state AIG events, such as NC Association for the Advancement of Gifted and Talented (NCAGT)
- Invite parents to participate on the AIG District Advisory Council
- Collaborate with the HCPS Public Relations Officer to share accomplishments of AIG students through the local newspaper

At the beginning of each school year, AIG parents receive a letter from the AIG Coordinator that includes AIG contact information for each school. Parents are notified and encouraged to contact the school leads through email, phone, or text with any questions or concerns regarding their student(s). The district webpage also contains a Contact Us Google Form that parents can complete as another means of communication with the district AIG Coordinator. This form allows parents to submit their questions or concerns virtually. A response is usually given within a 24 hour period.

* **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:

HCPS goal is to nurture and strengthen our current mutually beneficial partnerships between our AIG program and community stakeholders while also reaching out to new community partners over the 2022-2025 plan cycle. These partnerships will give AIG students opportunities to interact with adults and peers to develop their social skills as well as acquire academic and intellectual growth in areas of interest.

The AIG coordinator, teachers, and council will create and enhance local/state partnerships to provide opportunities for gifted students through activities such as:

- field trips
- mentorships
- competitions
- Maker Faires

The AIG Coordinator has begun the process of forming partnerships with higher education institutes including:

- Chowan University
- Roanoke Chowan Community College
- North Carolina School of Science and Math (NCSSM)
- Duke University
- Other campuses

Students have met faculty members on the campuses and have begun a dialogue of what is needed to to be accepted and successful at the schools.

The AIG Coordinator has partnered with the following local businesses in a collaborative effort to provide summer opportunities for students at the AIG Summer Studies program and to address some of the academic needs of our students by exposing them to the content and resources our community partners have to offer:

- Nucor Steel-Hertford County
- Hertford County Soil and Water
- Merchant's Millpond
- US Fish and Wildlife Service
- Ahoskie Vidant Wellness Center
- State Employees' Credit Union (SECU)
- Scientific Research and Education Network (SciRen)
- Stitch Count

Working with these businesses and stakeholders offers opportunities for AIG students such as:

- Community service hours to earn AIG honor cords
- Reality store
- Work-based learning
- Advanced Microsoft certificates

The AIG Department will share information with all stakeholders via an AIG webpage which supports AIG education, practices, and policies. It will include the following:

- AIG Mission & Vision
- Article 9B
- AIG Plan
- AIG Insert in Student Handbook

- Suggestion Box
- AIG Calendar
- Credit by Demonstrated Mastery (CDM)
- NC Association for the Advancement of Gifted and Talented (NCAGT)
- Contact Us Google Form

Additional information, such as pictures/articles about AIG trips and academic achievements, will be shared through news releases and quarterly AIG Highlights.

* **Practice C**

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

District Response:

The AIG District Council is comprised of the AIG Certified Teachers, school counselors, parents, administrators, community members, and central office staff. The Council meets bi-annually to:

- Review and revise the AIG plan
- Plan Parent Nights that are held at each school annually to:
  - Create awareness of the plan
  - Address components of the plan
  - Share information & resources for academic opportunities
- Review annual surveys including:
  - Teacher Survey
  - Student Surveys
    - Elementary
    - Middle/High
  - Parent Survey

The AIG Coordinator meets with the Faith-Based Leadership quarterly to highlight and update activities and needs of the AIG program. Members of the Faith-Based Leadership team share these updates with their congregations.

*** 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:

The AIG Department will work closely with the English as a Second Language (ESL) teachers and others who speak foreign languages in the district to assist with communications to families in their native languages. The AIG Team will:

- Send notifications to parents through:
  - Email
  - AlertNow Automatic Calling System
  - Handouts
    - Speakers
    - Camps
    - Field Trips
  - Postings on HCPS website and AIG webpage
    - AIG Plan
    - AIG Brochure
    - Quarterly Newsletter
  - Contact Us Google Form
  - Roanoke Chowan News Herald
    - Highlights Student Accomplishments
    - Inform and Improve Community Relations
- Conduct annual AIG Parent Nights (Face-to-Face/Virtual) at each school to share information and resources
- Utilize translator services

*** Ideas for Strengthening the Standard**

- Assist in helping students find meaningful community service projects and internships.

- The AIG Department will collaborate with community partners in order to provide Work-Based Learning to maximize partnerships with area businesses.
- AIG teachers from each school will be encouraged to collaborate with their principal in order to present AIG updates during school events such as PTSO, Open House, and Curriculum Nights.
- Create an AIG Parent Handbook

Planned Sources of Evidence

* 5a:Videos Brochures Student Presentations Quarterly AIG Highlights Local Newspaper/HCPS Webpage Contact Us Google Form
* 5b:Purchase Orders AIG Highlights Contact Us Google Form
* 5c:Bi- Annual Agendas Sign -In Sheets Survey Results
* 5d:Pictures Newspaper Articles Surveys Resources Bookmarks for stakeholders Local Newspaper Contact Us Google Form

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	Contact Us Google Form

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Standard 6: Program Accountability

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

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

Various opportunities are provided for the district administrators, principals, teachers, community members, and parents to give input into the AIG plan. These opportunities include:

- Annual End-of-Year Stakeholders' Surveys
- AIG Parent Nights (virtual/face-to-face)
- AIG District Advisory Council (virtual/face-to-face)
- DPI Feedback from Previous Plan

AIG Coordinator and Lead Teachers receive ongoing professional development and resources for plan development. The following resources are used in this process:

- NC AIG Standards
    - NC AIG Unpacking Documents
- State/Regional meetings
    - Workshops and Conferences
    - AIG Booster Resources
    - Model Plan Reviews

A written plan is prepared in accordance with Article 9B and the State Board of Education (SBE) policy. The plan is reviewed and approved by the HCPS School Board and sent to DPI for review and comment. Members of the District AIG Council review the plan annually for fidelity and implementation.

* **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.

The HCPS AIG team will meet annually to ensure the fidelity of implementation of program components. The AIG Coordinator will:

- Gather data reflecting AIG student performance and share summaries with principals, Lead AIG teachers, and classroom teachers
    - Elementary
        - mCLASS (K-3)
        - BOG 3 Reading Test
        - STAR Reading/Math (3-5)
        - NC Science Check-in (5)
        - IXL Diagnostic Math (2-5)
    - Middle
        - NC Science Check-in (8)
        - EOG & EOC
        - STAR Reading/Math
        - IXL Diagnostic Math
    - High
        - Apex (Math)
        - NC Check-in (Biology/Math I)
        - EOC
        - Schoolnet
        - STAR Reading (9-10)
        - Mastery Connect (Biology)
- Monitor talent development programs:
    - Grades K-3 using mCLASS data
    - Grades 4-11 using EOG/EOC scores

- Submit budget reports to ensure delivery of services to identified students
- Conduct annual surveys on plan implementation at the end of the school year
- Provide professional development opportunities for teachers on strategies to best support AIG learners

The AIG Lead Teachers will ensure the fidelity of the implementation regarding the program components; they will:

- Elicit and monitor student referrals from classroom teachers, parents, other staff members and stakeholders
- Monitor student progress through frequent progress reports (every three weeks) and quarterly academic reviews
    - AIG Progress Monitoring Form
- Meet with teachers, administrators, and parents to review components of Article 9B

* **Practice C**

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

HCPS receives state AIG funds that specifically support the local AIG program. The AIG Coordinator will:

- Create a district budget aligned with program goals, student and stakeholder needs
- Plan implementation of services

Data is used annually to determine initiative and resource expenditures. Some expenditures include:

- Salary for District AIG Coordinator
- Salary for part time AIG Tutor
- Supplements provided for AIG Lead Teachers
- Workshop and conference expenses
- Licensure cohorts
- Field trips, resources and instructional supplies

The AIG Coordinator will work directly with the district finance officer to continually review the AIG budget to assure that state AIG funds are being used to support district AIG program goals in accordance with the state policy.

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

The goal of the HCPS AIG Department is to identify and provide services for our AIG students to develop academically and socially. In the process of revitalizing identification and services, the AIG Department follows these processes for analyzing data:

- Student assessment data:
  - Formative/summative assessments
  - Schoolnet
  - mCLASS
  - BOG
  - Universal Screener (STAR reading/math)
  - NC Check-Ins
  - District Benchmarks (9-12)
  - EOG/EOC scores
  - Data used to detect underachievement and prevent dropout

Teachers of AIG students are responsible for utilizing this data to drive their instructional practices. It is expected that these teachers will document the differentiated practices such as enrichment, interventions, and student grouping on the HCPS lesson plan.

In addition to student assessment data, school counselors will work with the district AIG coordinator to analyze the following indicators:

- Number of students participating in dual-enrollment
- Dual-enrolled students' averages
- College acceptances
- Scholarship information

These indicators will assist in monitoring data and providing early warning signs for implementing drop-out prevention strategies.

Each school in Hertford County has an AIG Team which can consist of the school AIG Lead Teacher, the district AIG Coordinator, reading coaches, regular education teachers, Multi-Classroom Leaders (MCLs), Team Reach Teachers (TRTs), counselors, and administration. This team meets (virtual/face-to-face) when an identified student falls below a B average on progress reports (every three weeks) or is not proficient on the EOG or EOC. After this team meets, a plan of action will be developed that consists of strategies for teachers and students to help adjust the areas of concern. This action plan will be implemented as a progress monitoring tool that will be revisited at the next progress report. This measure will assist in decreasing the rate of AIG dropouts. AIG Teams follow established FERPA guidelines when sharing student information.

In addition to the above practices, HCPS also keeps a running record that includes:

- Student demographics
  - Printed from AIG state reports in Powerschool
  - Analyzed by identifications, gender, and ethnicity for equity and excellence
- EOG/EOC scores kept in a spreadsheet for every AIG student
  - Scores shared with principals and support staff of the schools in order to improve instructional practices

Professional development is provided for teachers and school counselors regarding:

- Differentiation strategies
- Social and emotional needs
- Trends and data

These professional development opportunities provide awareness regarding current instructional strategies and the need to modify mindsets, policies, and practices in order to increase growth and achievement of AIG students.

* **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.

HCPS allows for any stakeholder to refer a student for aptitude testing. HCPS utilizes the NNAT3 to identify AIG candidates. The use of this nonverbal assessment permits equity in achievement for all students

regardless of their racial, ethnic, economic, or demographic factors. Once identified, students will receive the same services as all other AIG students based on their identification and grade level.

The AIG Team will monitor the representation performance and retention of underrepresented populations in the AIG program. The team will:

- Analyze and evaluate the program's practices for identifying and serving students in order to improve the programs representation of the district's demographics
- Provide professional development for staff to better recognize, identify, and cultivate underrepresented populations
- Monitor performance of student subgroups to identify program strengths and weaknesses to drive decision making through:
    - Report cards
    - Progress reports
    - STAR Reading/Math (3-10)
    - IXL Math

The AIG Coordinator in collaboration with AIG Lead Teachers will communicate with exceptional teachers, ELL specialists, school and district level MTSS teams to seek recognition of giftedness among underrepresented populations.

The AIG Coordinator in collaboration with the Testing and Accountability Director will annually review the demographic breakdown of underrepresented populations with the principals.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	---	---	---	---	16.06%

Male	---	<5%	---	---	---	---	17.05%
Total	---	<5%	8.89%	---	20.90%	---	16.54%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **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.

The AIG program will maintain data regarding personnel credentials. The AIG program will:

- Fund and support an AIG Certification Cohort in collaboration with UNC - Pembroke
- Conduct AIG PLC's to receive professional development and provide direct support for gifted students
- Maintain and monitor a list of AIG certified teachers and all their licensure areas through collaboration with Human Resources at district office
- Provide and monitor professional development for teachers with AIG students through GT Ignite
- Assign AIG students with AIG certified teachers or teachers who are skilled in enrichment, acceleration, and differentiation according to EVAAS data

HCPS currently employs at least one lead AIG teacher at each school, has several others seeking certification, and 15 AIG certified teachers in the district. The goal is to have at least one AIG certified teacher per grade per school in the next few years.

* **Practice G**

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

To maintain a high quality and effective AIG program and to promote continued growth and improvement, the AIG Coordinator and AIG Team will:

- Provide feedback, which includes, but not limited to:
    - AIG Parent Nights (virtual/face-to-face)

- Quantitative data
  - Parent Survey
  - K-5 Student Survey
  - 6-12 Student Survey
  - Certified/Classroom Survey
- Qualitative data
  - Peer observations
  - Interviews
  - Monthly check-ins

The AIG PLC will meet:

- Bi-monthly (virtual/face-to-face), or as needed to:
  - Evaluate program effectiveness
  - Maintain equity in programs delivery across the district
  - Advocate for AIG students and recommend changes
  - Receive professional development
- AIG Advisory Council will meet (virtual/face-to-face):
  - Annually the first two years of the plan to review the document
  - Monthly during third year of the plan to revise the document

The Hertford County Public Schools have established an AIG District Advisory Council and AIG PLC to continue to evaluate and refine the effectiveness of the Hertford County Public Schools AIG program, via stakeholders yearly feedback. The AIG District Advisory Council is comprised of:

- Parents/Guardians
- AIG Teachers
- Regular Classroom Teachers
- Administrators
- Community College Liaisons
- MTSS Team Members
- Instructional Coaches
- Media Coordinators
- School Counselors

- District Office Staff
- Stakeholders

The AIG PLC team consists of:
- District AIG Coordinator
- AIG Lead Teachers from each school
- Teachers who are working toward AIG licensure

* **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.

The AIG PLC will meet bi-monthly (virtual/face-to-face), and the AIG District Advisory Council will meet annually (virtual/face-to-face) to review multiple sources of students' data to address student proficiency to ensure continuous program improvement. As ideas are shared, the AIG coordinator will document the suggestions and present them during the next planning cycle. For immediate changes that should occur, suggestions will be presented before the local school board and if approved an amendment will be sent to DPI. During the planning cycle year, the AIG Team:
- meets monthly to review one standard
- submits three standards at a time to the local board
    - first set of standards (in order according to DPI) will be submitted in January to the local board
    - second set of standards (in order according to DPI) will be submitted in May to the local board
- repeats until all standards have been reviewed, revised, and approved

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

The AIG Coordinator will annually review all aspects of the AIG program with AIG teachers, school administrators, the local school board, and parents based on survey results. Results will be shared (virtual/face-to-face) at:
- AIG District Council meetings
- AIG Parent Nights

- Principal meetings
- Staff meetings

Evaluation results and program data, as well as services and program updates, are provided annually to stakeholders and the public through:

- Infographics/district fact sheets
- District webpage
- Password-protected documents
- Quarterly newsletters
- Brochures

Information is translated based on student demographics on an as needed basis using Google Translate.

* **Practice J**

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

HCPS will align all plan policies and procedures as they pertain to AIG students with FERPA guidelines in order to maximize students' rights and privacy. All required documents will be translated based on student demographics on an as needed basis using Google Translate.

For students who are referred for AIG testing, parents will receive the following documents:

- Parent Letter
  - to inform parents of identification process and the need to evaluate their child
- Prior Notice and Parent Consent
  - to request consent for evaluation
- Parent Inventory
  - to assess parent observed traits of their child

Parents of identified AIG students shall provide written consent for the identification and placement using the following documents:

- Individual Student Eligibility Record

    - to record the use of multiple indicators of giftedness to be considered in the eligibility for services decision
- Differentiated Education Plan (DEP)
    - to document services received by students

The school AIG Lead Teacher will review each child's DEP with the parent and student annually to discuss identification changes and services.

Students that did not qualify may be reassessed in the following ways:
- The NNAT3 (once per school year)
- EOG/EOC scores

Students who transfer from another district must be identified as AIG in PowerSchool. The AIG coordinator will review the program, services, and identification evidence in PowerSchool (should it be provided) and align it with the district's services for that student's identification. A new transfer who is not identified as AIG in Powerschool must meet the district criteria for the AIG identification process.

The procedures for resolving disagreements as related to Article 9B is as follows:
- Due Process to Resolve Disagreement If parents or guardians have a disagreement concerning screening, identification, or services the procedures are as follows.
    - Level 1 School Site Review
        - Parents may request meeting with school principal other personnel within four weeks of the ability test being administered
    - Level 2 Administration Review
        - Step 1: Parents may request a meeting with the AIG coordinator
        - Step 2: Parents may request a meeting with the district superintendent
    - Level 3 Mediation
        - Mediation is arranged with an impartial facilitator
    - Level 4 School Board Review
        - Parents may appeal to the local board of education
    - Level 5 Administrative Law Hearings

- Failing a satisfactory resolution parents may file for a petition under Article 3 of Chapter 150B of the General Statutes
- The hearing is limited to:
  - failure to identify the child as academically or intellectually gifted student
  - failure to implement appropriate plan of service
- Administrative law judge will make a final decision which is binding and not subject for review
- Attorney's fees are not available to parents in the event they prevail in a due process hearing

Click here to remove the table and use only the narrative field.

*** Ideas for Strengthening the Standard**

Research and work toward the following goals:

- Conduct a yearly award program to recognize AIG students for their accomplishments
- Seek out ways to systematically share data and best practices with non-certified teachers who have AIG students
- Assist teachers in selecting appropriate interventions and accelerations as indicated by assessment reports
- Select Ruby Payne's book for the AIG PLC to research
- Form a Talent Development Group for K-5 and 6-12
- Research ways to share academic data with the public in a way that safeguards student privacy
- Create an AIG Parent Handbook and AIG Certified Teacher Handbook that clearly outlines the AIG student's rights, identification and appropriate services offered

Planned Sources of Evidence

* 6a: Plan approved by LEA Plan approved by state AIG DPI Committee Annual review of plan by stakeholders, school-based team, and AIG District Advisory Council Survey results Sign-In/Agenda
* 6b: Yearly review of the AIG plan and a report on the recommendations made Parent and student survey results Budget reports Referrals in both electronic and paper copies

* 6c: Purchase orders AIG budget spending documents Outcomes of programs and events which are supported by the budget
* 6d: EOY Reports Benchmark data State AIG reports in Powerschool Lesson plans Progress Monitoring Media notes/agenda PD
* 6e: AIG headcount Subgroup performance reports Recommendation form Professional development sign-in sheets
* 6f: Headcount HR reports on AIG and regular education teachers' licensure status PD agendas/sign-in sheets POs for UNCP Teacher rosters GT Ignite PD Summary Sheet EVAAS Data
* 6g: Meeting agendas Survey/Evaluation tools Advisory members sign-in Remind Quarterly Newsletters Surveys Results
* 6h: Raw data and data analysis documents Advisory members sign-in AIG PLC agendas Suggestion/improvements list Notes from meetings regarding analysis and recommendations for change
* 6i: Summary of survey results Agendas from: AIG PLC AIG District Council Curriculum Instruction Principals meetings Infographics Quarterly newsletter
* 6j: Due Process Document Testing/identification forms Student AIG folders Transfer documents DEP Eligibility record

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	AIG Progress Monitoring Form Parent Testing Permission Letter Prior Notice and Parent Consent Parent Inventory

		Individual Student Eligibility Record DEP Due Process to Resolve Disagreement

Local Board of Education Approval

Hertford County Schools (460) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:
05/16/2022

Original Application Submission Date: 06/03/2022

Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	HCPS Board Approval

AIG Related Documents

Hertford County Schools (460) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	HCPS Board Approval

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	HCPS AIG Webpage Frequently Asked Questions Parent Consent Parent Inventory Student Self Description AIG Plan Presentation Change in Identification Service Form AIG Packet Folder Checklist Initial Screening Instrument

		Scoring Initial Screening Instrument Guide Bright vs. Gifted Helpful Hints to AIG Identifications
AIG Standard 2 Additional Resources	N/A	Iowa Acceleration Scale Helpful Hints to AIG Identifications AIG Licensure Agreement AIG Descriptors Elementary Transitional Letter Middle School Transitional Letter High School Transitional Letter Acceleration Procedure Document
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	AIG Substitute Form AIG Booster Shots AIG Licensure Agreement
AIG Standard 5 Additional Resources	N/A	Contact Us Google Form

AIG Standard 6 Additional Resources	N/A	AIG Progress Monitoring Form Parent Testing Permission Letter Prior Notice and Parent Consent Parent Inventory Individual Student Eligibility Record DEP Due Process to Resolve Disagreement

Glossary

Hertford County Schools (460) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
504 Plan	A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.
Acceleration	A flexible pacing strategy, which places students at an appropriate instructional level (regardless of age).
Achievement Testing	Instruments that measure what a child knows academically and what he/she can do academically.
AIG	Academically and Intellectually Gifted
AIG Booster Shot	Personalized professional development
AIG Cohort	Teachers who are working to gain AIG add-on licensure with the financial backing of the district.
AIG Lead Teacher	A teacher who has or is working toward AIG certification. The AIG Lead teacher will have assigned roles and responsibilities and will be the primary AIG contact for the school.
AIG PLC	A PLC consisting of all teachers who have or are working toward AIG certification.
AIG Program	Program of instruction for Academically or Intellectually Gifted students.
AIG Teacher	AIG certified teacher of the Academically or Intellectually Gifted.
AP	Advanced Placement

Aptitude Testing	Instruments that measure a child's mental ability.
Article 9B	The current legislation mandating identification and services for gifted education K-12 in North Carolina.
Bibliotherapy	creative arts therapies modality that involves storytelling or the reading of specific texts with the purpose of healing.
BOG	Beginning of Grade Test
CC	Common Core
CDM	Credit By Demonstrated Mastery
CEU	Continuing Education Units
Cluster Grouping	an educational process in which four to six gifted and talented (GT) and/or high achieving students are assigned to an otherwise heterogeneous classroom within their grade to be instructed by a teacher that has had specialized training in differentiating for gifted learners.
CTE	Career and Technical Education
Curriculum Compacting	Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level.
DAC	District AIG Council
DEP	Differentiated Education Plan; outlines the program services which a student will receive and addresses the learning needs of the student.
DIBELS	(Dynamic Indicators of Basic Early Literacy Skills) is a series of short tests that assess early childhood (K-6) literacy.
Differentiated Instruction	Modifying instructional strategies, complexity, and activities to match the learning needs of the student.

Direct Service	Instruction delivered by the AIG Teacher.
DPI	Department of Public Instruction
Duke T.I.P.	Duke University Talent Identification Program
EC	Exceptional Children
ELL	English Language Learner
EL	English Learner Teacher
EOC	End of Course test of North Carolina
EOG	End of Grade test of North Carolina
ES	Essential Standards
EVAAS	Education Value-Added Assessment Systems
FERPA	The Family Educational Rights and Privacy Act, is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records.
Flexible Grouping	Students are grouped and/or re-grouped for instruction differentiation. Grouping patterns may include: ability/skill level-students are grouped for instruction based on their ability or level of skill subject grouping-students are grouped for instruction based upon need in a specific subject area NOTE: Flexible grouping is not tracking, or assigning a student to a fixed group for long periods without reassessing needs.
Freckle	an online program that empowers teachers to differentiate instruction across Math, ELA, Social Studies and Science
GT Ignite	online professional learning by recognized experts in Gifted Education.

Governor's School	Summer program for intellectually gifted high school students in North Carolina.
HB986	House Bill 986 states that any student scoring a level 5 in math must receive advanced enrichment
HCPS	Hertford County Public Schools
HOSA	(Future Health Professionals): a national career and technical student organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division of ACTE.
IDEP	Individualized Differentiated Education Plan
IEP	Individualized Education Plan, a document that is developed for each public school child who needs special education. The IEP is created through a team effort, reviewed periodically. Interdisciplinary Unit: Unifying a common theme across the disciplines with the use of themes and generalizations.
IXL	Math and Language Arts practice website for K-12
LEA	Local Education Agency
Maker Faire	an event created by Make magazine to "celebrate arts, crafts, engineering, science projects, and the do-it-yourself mindset.
mCLASS	is a universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.
MTSS Team Members	Multi-Tiered Support Services
NCAGT	North Carolina Association for the Gifted & Talented
NCEES	North Carolina Educator Effectiveness System
NCSCOS	North Carolina Standard Course of Study
NCSSM	North Carolina School of Science and Mathematics
NCTIES	North Carolina Technology in Education Society

NCVPS	North Carolina Virtual Public Schools
NCWise	State Data Reporting Software that houses all student information and data associated with student records.
NNAT3	Naglieri Nonverbal Ability Test
PBL	Problem Based Learning
PD	Professional Development
PLC	Professional Learning Community
Portfolio	A collection of specific samples of a student's work which make up part of a student's profile.
PowerSchool	State Data Reporting Software that houses all student information and data associated with student records.
Profile	All collected information, about a given student, which is taken into consideration when making a decision about whether the student needs differentiated services.
PTSO	Parent, Teacher, Student Organization
UNCP	University of North Carolina at Pembroke
SBE	State Board of Education
Schoolnet	An application provided by Pearson that allows educators to build lesson plans, create instructional materials and supplement their teaching with digital resources.
SSST	Student and Staff Services Team
SEL	Social Emotional Learning
SIT	School Improvement Team
Harmony & Inspire	Free social and emotional learning program for PreK-6.

Suite 360	Social emotional learning program that provides lesson plans and resources for teachers.
TRT	Team Reach Teacher
MCL	Multi-Classroom Leader
ITF	Instructional Technology Facilitator

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