Halifax County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Halifax County Schools local AIG plan is as follows:

Halifax County Schools Vision for local AIG program: Halifax County Schools will focus on the needs of all students by empowering them to be successful global residents. We are committed to creating a supportive and positive learning environment to address the needs of the whole student in partnership with educators, staff, parents, and communities. We believe that academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. We believe outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. We believe in incremental growth and continuous progress.

Sources of funding for local AIG program (as of 2019)

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<tr>
<th>State Funding</th>
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<th>Grant Funding</th>
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# Table of Contents

- **Standard 1: Student Identification** ................................................................. 3
- **Standard 2: Comprehensive Programming within a Total School Community** ............................................. 8
- **Standard 3: Differentiated Curriculum and Instruction** ............................................................................... 14
- **Standard 4: Personnel and Professional Development** .................................................................................. 20
- **Standard 5: Partnerships** ......................................................................................................................... 24
- **Standard 6: Program Accountability** ......................................................................................................... 27
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 screening and referral processes that lead to AIG identification at all grade levels.

District Response: Halifax County Schools (HCS) uses a screening and referral process to identify students throughout the district for consideration of placement into the academically or intellectually gifted (AIG) program. Staff are trained on what to look for when considering making recommendations to AIG. District wide data is also reviewed and analyzed for recommendations for referral. Recommendations are made by classroom teachers, instructional coaches, administrators, self-nomination, peers and parents. Once a referral has been made at the K-2 level, the AIG specialists work with teachers to develop enrichment groups. Students referred to enrichment groups participate in the Primary Education Thinking Skills Program (PETS) to enhance critical thinking. Students who are referred in grades K-2 are determined eligible for the nurture program. Students who are referred in grades 3-12 receive a packet with a consent for testing form, teacher checklist, and referral form. These packets are completed by the teacher and parent prior to testing. Students are identified annually following evaluation in the Spring (March) for consideration of placement. After testing, the data is analyzed and the AIG specialists alert the School AIG representative and administration about eligibility. Parents are notified by letter with information regarding acceptance or nonacceptance into the program.

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

District Response: Each student nominated for the Academically or Intellectually Gifted Program in the Halifax County Schools System is reviewed using multiple criteria for student identification. Quantitative and qualitative measures that reveal student aptitude, achievement or potential to achieve are part of each student's comprehensive profile. The AIG department recognizes the need to further explore alternative measures in order to ensure a more comprehensive screening and identified population that is representative of the district's demographics.

HCS AIG program uses traditional and non-traditional tests for AIG screening that are research-based. The following multiple indicators are used for screening:

Iowa Test of Basic Skills (ITBS)- achievement measure
mClass reading program- achievement measure
Case 21 - achievement measure
Naglieri Nonverbal Ability Test 2 (NNAT2)- ability measure
End of Grade Tests (EOG)- achievement measure
End of Course Tests (EOC)- achievement measure
EVAAS
Teacher Recommendation
Other Local Benchmarks

Halifax County Schools has a well-defined criteria and well-established process for identifying the AIG student. The process allows for several opportunities for the student to demonstrate his/her aptitude, achievement and potential to achieve. Qualitative and quantitative data is utilized to develop a comprehensive learner profile. This information is provided in HCS AIG Handbook which is given to schools and parents. The handbook explains the identification process in a clear and concise manner. A copy of the handbook can be found on the HCS website in both English and Spanish.

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

The three pathways used by Halifax County Schools under the 2019-2022 AIG Plan are.
Pathway 1 (Qualification as Intellectually Gifted):
ability test to qualify
90 percentile composite/partial composite on the ability test

Pathway 2 (Qualification as Academically Gifted, Academically Gifted – Rdg/Math):
ability and achievement testing to qualify
90th-95th percentile on composite/partial composite on ability test OR
90th percentile on a content subtest on ability test AND
either 90th percentile on achievement test in ELA Total and/or Math Total OR
2-year trend of scoring Level 5 on EOG/EOC in Math and/or ELA

Pathway 3 (Qualification as Academically and Intellectually Gifted):
combination of ability and achievement testing to qualify
90 percentile composite or partial composite on ability test AND
either 90th percentile on achievement test in ELA Total and/or Math Total OR
2 year trend of scoring Level 5 on EOG/EOC in Math and/or ELA.

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.
**District Response:** Halifax is a county with the following demographics: 95%+ economically disadvantaged, 2% English Language Learners, 7% AIG, 14 Exceptional Children, 80% African American, 7% Hispanic, 6% American Indian, 4% White, 2% Two or more, and less than 1% Asian, Native Hawaiian. The majority of our students are the students that are typically underrepresented populations. The AIG team monitors the identification process to ensure that underrepresented population who shows aptitude, achievement, or potential to achieve has equal opportunity.

Halifax County Schools acknowledges the necessity to have representation of the traditionally underrepresented populations of the LEA for differentiated services. Populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice exceptional. To ensure that AIG screening, referral and identification procedures respond to traditionally underrepresented populations, the assessments are administered individually and/or in small groups with appropriate accommodations and supports. Students are provided additional opportunities to show their abilities through the use of non-traditional assessments, which include student projects and work samples, team and/or group performance, teacher observation, teacher checklists, student portfolios. Support during the identification process is received from the staff of the Exceptional Children's and English Language Learners' programs. The EC and ESL programs also educate their parents on the AIG criteria. The school-based support staff are included in professional development on how to identify the Gifted Child.

**Practice D**
Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** The AIG team meets with each principal and PLC team throughout the school year to systematically train and monitor the screening, referral, and identification process. We hold quarterly meeting with AIG school representatives ensure that practices are systematic and routine. Minutes are shared out routinely.

Student referrals for AIG identification can be made by classroom teachers, instructional coaches, administrators, self-nomination, peers, parents or AIG Facilitators and is an ongoing practice. Referrals are based on classroom performance, standardized testing scores and observations.

The AIG Department provides education on the characteristics of gifted children from all populations, as well as traits that can obscure gifted behaviors. AIG Facilitators conduct and participate in Professional Learning Communities and other staff initiatives to decrease stereotypical perceptions of the gifted student and increase the awareness of atypical gifted learners. Checklists and flowcharts will also be provided to principals, teachers, as well as posted on the district website. All AIG documentation are housed in the student’s cum folder. The AIG team also maintains a copy of the documentation used for referral and eligibility.

**Practice E**
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large.
District Response: Halifax County Schools provides written safeguards regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community at large. These processes are shared in multiple ways throughout the year to ensure that all stakeholders are aware. The information is organized in both bullet form and a flow chart. These documents have been placed in our brochures and AIG student handbooks which are distributed to parents and placed at school front offices for community members. The brochures and handbooks are posted on our county website along with each individual school website. AIG facilitators discuss the above information during professional learning communities, staff meetings, AIG representatives’ meetings and AIG Advisory meetings. The AIG team also encourages everyone to make contact and communicate any questions that has not been addressed by email or phone call.

Checklists and flowcharts will also be provided to principals, teachers, as well as posted on the district website.

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.

District Response: Halifax County Schools provides written safeguards to parents and students within the AIG program in order to share with them the procedural rights of AIG students and their parents/families. Written procedures and policies are shared through the use of the HCS AIG Handbook. This handbook guides the parents through the referral and placement process, service options, revaluation procedures, transfers from LEAs and procedures for resolving disagreements. This document is offered at least twice to parents of students in the AIG program and those who are being referred to the program. The AIG Facilitators meet biannually to review student progress and set goals/service options for students as indicated in their Differentiated Education Plan. AIG logs (Reflections) are kept by the AIG Facilitators to document the services provided as well as anecdotal notes. The reflections are shared with AIG representatives and administration at the end of each day.

Within all Halifax County Schools, the students are identified through an assessment process that includes evaluations of student achievement, aptitude, and/or norm referenced tests. If there are students in need of instructional acceleration, the AIG teachers will begin the process by creating a student nomination portfolio. This portfolio will include student achievement data, parental permission to evaluate, teacher recommendation checklist, and parent information letter. These documents will begin to create a comprehensive student profile. The school's team will meet for discussion of the data and make a recommendation to the parents. If all are in agreement, the student will be considered for eligibility for AIG and additional data will be collected to make the determination. Once eligibility has been determined the student will be placed on the official AIG Headcount. A local record of students involved in the AIG program or the nurturing programs will be kept by the AIG teachers and representatives at each school.

Ideas for Strengthen the Standard: To develop an alternative pathway for our gifted and talented program
To improve awareness of the AIG program
To provide more access to the Arts.
To increase conversation with school administrators and staff

**Sources of Evidence:** AIG Handbook
AIG brochure
AIG Flow chart on our referral/eligibility process
HCS website
Student portfolios
AIG Meeting Agendas and Minutes
Standard 2: Comprehensive Programming within a Total School Community

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

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Halifax County Schools offers a broad continuum of curriculum services to meet the diverse needs of students and does not discriminate against students with exceptionalities. The AIG department continues to build on academic skills and knowledge through rigorous instructional practices with fidelity to the Standard Course of Study. The AIG department continues to strengthen the service options as it pertains to academic, intellectual, and social abilities of the AIG students. It is our goal to implement core subject mandates to benefit all AIG learners. Many district professional staff members receive assistance from Instructional Coaches and/or Subject Specialists. AIG students receive assistance in the regular classroom and in pull-out environments from the professional staff assigned to the schools. Several teachers are continuing to facilitate the provision of service options, instructional opportunities at elementary, middle and high school level.

The AIG department provides a comprehensive range of services to meet the specific needs of students across all grade levels. The services being provided includes the following:

Nurture Groups: The nurture groups serve as nurturing opportunities for K-2 that stimulate creativity, critical thinking, and to build upon their intellectual development. The services includes the utilization of P.E.T.S, Legos and the Walking Classroom. The K-2 enrichment groups are pulled out daily for 30 minutes sessions to receive these services.

AIG Enrichment Groups: The AIG enrichment groups caters to the academic, social and emotional needs of elementary grades 3-5 and middle school grades 6-8. The students are pulled out daily for 45 minutes sessions to receive AIG services. The AIG students learn from and expose to real world opportunities through field trips and project based learning activities. The students are also involved local and district competitions that give students opportunities to interact and connect with other gifted learners such as Odyssey of the Mind, Battle of the Books and Envirothon. The use of instructional programs such as Edmentum programs, Study Island, dual enrollment at the community college are used to augment the curriculum and create challenges for AIG students. The students are also involved in Leadership Skills training through the School of Science and Math, robotics clubs, solar energy activities throughout the year.

AIG Group Consultations: AIG consultation is geared towards AIG high schools. The consultations serves as checkpoints to meet with students and address their academic or emotional concerns. The students are provided information and exposure through workshops on career opportunities, PSAT or SAT prep and college prep. The workshops are provided throughout the year.
Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: The AIG program is in alignment with the policies and practices that are in place such as our district plan, vision, and mission. The AIG Department includes administration, facilitators and individual school AIG representatives serve as the main advocates for Halifax County AIG students. The AIG representatives act as liaisons between the students and their teachers and principals. The representatives shares crucial information regarding the AIG program to ensure that students, administration, and parents are made aware of the different services and opportunities.

AIG students will receive services in the area of identification in order to enhance and challenge the learner. DEPs/IDEPs will reflect individual student needs and will be discussed with parents and teachers. AIG services are designed to extend the standards being taught as identified on the district pacing guide. The curricula activities are integrated in various instructional methods and techniques to better meet the differing learning styles of individuals. Halifax County Schools’ AIG program provides resources, instruments, and personnel to meet the goals of all identified AIG students. It is our goal to utilize AIG resources to meet state standards and local objectives. The activities of the program are comprised of instructional units, field trips, research, competitions, projects, program acceleration, advanced placement, dual enrollment, independent study, and varied technological services according to the needs of the students. Each school level has pull out time as scheduled by the AIG Specialist as well as co-teaching schedules. The activities are geared to the level, grade, interest and learning styles of the students. Community stakeholders from Halifax County and surrounding counties volunteer their services to support the growth and development of the students. Support services are provided daily and weekly. Stakeholders encourage others to share in working individually and as a team with a student(s). The district sponsors trainings, information, and collaborative planning sessions for the total school community including parents, community supporters, faith based supporters.

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

District Response: Halifax County Schools develop flexible grouping practices to encourage the achievement and growth of the AIG students. The use of cluster grouping is encouraged across the different grade levels. Cluster groups are engaged in daily accelerated instruction and activities. The services and programs are researched based and aligned to state and local standards. Instructional coaches work closely with selected grade levels by providing demonstration lessons, formative feedback, and co-teaching for teachers. AIG Specialists collaborate and communicate with teachers and support staff to enrich the social, emotional, and academic status of the AIG students as well as differentiated practices. The AIG program is an integral part of all programs and services that are included in the Halifax County School System.
**Practice D**

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

**District Response:** Halifax County Schools governs the AIG program according to Article 9B (N.C.G. S.115C-150.5). Public schools should challenge all students to aim for academic excellence. It is our goal to inform all administrators, support staff and teachers of the delivery options and other enrichment opportunities for AIG students and all state regulations regarding the gifted as stated in article 9B.

The AIG plan is made accessible to the community, parents, and HCS students and employees through the Halifax County School website. Hard copies are given to the HCS Board of Education, Superintendent, Assistant Superintendent, Principals, and AIG Representatives. The AIG program provides brochures to parents of newly identified students and place additional brochures in the offices of every school. AIG personnel continues staff development on the components and practices of the AIG program during AIG Representative Meetings, scheduled PLCs, parent meetings, forums and any other opportunities throughout the year. Surveys are given at the end of the school year to help drive talking points for discussions in preparation for the following school year.

**Practice E**

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

**District Response:** The AIG team communicates with administration, teachers, counselors, and other staff to ensure and maintain effective continuation of K-12 services. It is our goal to implement strategies to ensure that all stakeholders understand the change in services at the different school levels. The transition plan for each student is discussed prior to the end of the school year. Each student and parent receive an overview of the types of services that are offered at the next grade during Differentiated Educational Plan meetings. As students transition from one school level to the next, the students are given a tour of their new school. Students are also able to explore classes that are available. The students are also introduced to their potential teachers. A connection is made with the school counselor and AIG Representative of the new school to build a foundation for any challenges that may occur during the transition. The AIG Specialists, teachers, counselors and principals at each school communicate to discuss student needs, strengths, weaknesses, and social and emotional concerns. Student DEPs/IDEPs are discussed each year with the school staff to continue implementing strategies for student progress. New information is updated each year in Powerschool to ensure smooth transitions from school to school or other counties.

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** Communication among all stakeholders is paramount in order to address the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG facilitators, and others. Halifax County Schools uses the Conover Program during AIG sessions in order to be proactive in addressing general social emotional needs of the AIG students. AIG facilitators create a lists of names throughout the year according to referrals and/or observations. These lists contain names of students that may need additional support in this area. AIG facilitators communicate with school counselors at their district meetings or individually at their schools. Updates are given via email or face-to-face on the progress of the student that has been referred. Counselors and AIG facilitators communicate with classroom teachers strategies of how to support the students. Small groups sessions may discuss topics such as perfectionism, test anxiety or underachievement. AIG facilitator and counselors discuss continuation/exit of the small groups at the end of each year.

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

**District Response:** Halifax County Schools recognizes the importance of providing the best educational experience for its students. This including providing opportunities for academic advancement for AIG students. In high school, students may take advance courses in all contents course. We offer advance biology, advance math and advance literature classes. Students may also have dual-enrollment with the local community college. Halifax County Schools now offers Halifax County Early College. This is available for all students, not just AIG, who meet the specific criteria. In compliance with DPI regulations, HCS offers Credit by Demonstrated Mastery. All middle school students, including AIG students, may participate in advance courses in Math and ELA. Student who score in the upper percentile on the corresponding EOG and achieve a 90 or better in the designated course, may elect to participate. Credit by Demonstrated Mastery is available in the middle school as well. Elementary school allow flexible grouping f high in th or both reading and math. The flexible grouping is based on principal discretion. Typically, students who are greatly exceeding mastering in reading and/or math may be invited to be grouped with students in a high grade. In rare events, students will be invited to skip a grade. Student maturity, academic advancement and age is taken into consideration.

**Practice H**
Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** The Halifax County School District AIG Plan was developed to be inclusive of all
AIG learners. The traditionally underrepresented populations are encouraged to participate in all activities of the school and program. The services for these populations are generally provided in small groups or individual sessions. These sessions allow the instruction to be tailored to meet the needs of the student and to be strategic in planning for their growth and success. AIG personnel and other pertinent staff use data from benchmark assessments, standardized tests, and teacher observations to make lists for accelerated opportunities accordingly. It is our goal to provide service options that meet the needs of all identified students.

We strive to meet the needs of all ethnic groups in all content areas. Students are given opportunities to work in a method that is designed to help reach their full potential using independent study, contracts, distance learning and or online classes. Some participate in the School of Math and Science, Governor's School, Pages for the State, Labs for Learning at the School of Math and Science, local and distant competitions, and camps to enhance and expand their educational plan.

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

**District Response:** The AIG Program is developed to meet the needs of the whole child. The students are often hesitant to participate in extracurricular activities. It is a focus of the AIG Specialist to create opportunities that will address the social emotional needs of the students. In addition, the program will seek opportunities or events to further develop their needs. Some creative activities have been initiated and student led because of student interests, such as AIG Challenge Days, Leadership Trainings and Collaboration Days. These activities may occur during the school day or in the afterschool program.

The Halifax County School District AIG Plan promotes being well-rounded and establishes events and programs for all identified AIG students to participate. They are encouraged to participate in sports of interest, band, or other school clubs. The AIG Specialists develop a calendar of competitive events throughout the school year for participation for all grade levels within and outside of the district to develop important social skills.

All students will participate in school level, district-wide and with neighboring schools in Spelling Bee competitions. Teams will be formed at the elementary and middle school levels for battle of the books competitions. The winning teams will compete with our neighboring systems to declare a winner. High school students will participate in Quiz Bowl. We will also sponsor a system-wide AIG Interest Projects, and Cultural Plays, Quiz Bowl for middle schools. AIG Personnel along with high school media specialists have implemented a "Black History Quiz Bowl" that includes area high schools during the month of February.

**Ideas for Strengthen the Standard:**
Increase the amount of resources available for teachers who have AIG student and administrator to use
Provide teacher support through push-in and model lessons
Provide professional development
Improve communication with principals
Connecting AIG peers from different schools

**Sources of Evidence:**
- Purchasing of researched-based accelerated resources.
- Differentiated lesson plans, video, portfolio
- Agenda and minutes
- Calendar with meeting dates
Standard 3: Differentiated Curriculum and Instruction

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

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

**District Response:** AIG Facilitators and classroom teachers offer a challenging, rigorous curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners at all grade levels. All differentiated curriculum developed by the gifted program and classroom teachers begins with the North Carolina Standard Course of Study and seeks to modify content, process, product, learning environment and affect with the needs of high-end learners in mind. In all cases, differentiated strategies and instruction are designed to support, enrich, extend and accelerate the regular education curriculum.

HCS strives to fulfill the belief of the Guiding Principles and Best Practices in the publication from the National Association for Gifted Children which states, "A curriculum for high potential students should be aligned with the state and national standards, and the district level scope and sequence; it should supplement and extend the regular classroom." The goal is to exceed proficiency based upon the Standard Course of Study. AIG facilitators and classroom teachers work together through small groups and extensions to incorporate NCSCOS that is not normally taught.

HCS accommodates high level learners by supplementing and extending the goals and objectives in the Standard Course of Study. Students benefit from models and learning activities that challenge and enhance communication skills to demonstrate their knowledge. Using research-based instructional strategies and activities they develop healthy attitudes toward school and the community in which they live. Our middle school and high school AIG student benefit from the enrichment activity of visiting college; such as, Duke, ECU, and UNC-Chapel Hill. In addition, we tour the North Carolina School of Science and Math. Our rising 9th graders have the opportunity to apply for the program Step-Up to STEM. Guest speakers, Rosetta Stone Spanish, independent studies of interest and Khan Academy have been successful strategies to support the AIG students in middle and high schools.

Classroom teachers and Instructional Coaches are expected to analyze the data from ongoing assessments that predict progress such as Case 21, Common Formative Assessments (CFA), and EVAAS. Data will reflect the current student performance and a prediction for student growth. After the current levels are established, classroom activities are developed and implemented at a level that will increase the student's growth. AIG teachers will collaborate as a co-teacher with the classroom teachers to develop lessons which are extensions to the Standard Course of Study to challenge the students on a daily basis. Push ins are done in regular classrooms by AIG facilitators to model differentiated instruction.
The students will participate in activities that are designed to accelerate their learning through the use of computer based programs from the Edmentum Suite, Study Island and PBL Project of programs which addresses all grade levels. The programs are aligned with the standard course of study and will accelerate learning based on the student performance on the activity. These pull-outs are opportunities for the AIG students to work with peers of similar interest and ability in an accelerated setting.

During the summer, we will be hosting an AIG camp designed to further the students understanding of STEAM. During this two week camp we will promoting students who are deemed gifted and talented along with enhancing the academic knowledge of science, technology, engineering and math.

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: Grouping strategies are used to maximize instructional opportunities for students who perform or show the potential to perform at higher levels as compared to others of their age, experience and environment. The students may participate in a variety of instructional opportunities, such as Advanced Placement, Concurrent or Dual Enrollment, Mentoring, curriculum enhancement programs and subject matter acceleration which may occur during in-school or afterschool programs. These programs are designed to teach these students 21st Century skills which includes problem solving, communication and collaboration. Advanced communication and research skills are developed through socratic and paideia seminars, public speaking and debates. The AIG facilitator works closely with classroom teachers to model lessons and ensure comfortable implementation of these strategies.

We also employ technology via the high school cyber campus and virtual learning classes at the middle and high school levels. In addition, middle and high school students have the opportunity to participate in classes using the STEM labs. Resource pull-out sessions with the AIG teachers are used to facilitate challenging lessons to our academically gifted as well as intellectually gifted students. Examples are project based learning and enrichment clusters. Whole group and small group instruction, brain stimulating activities and enrichment clusters are based on student interests and identifications. These are effective strategies used to augment curriculum and instruction. They also accommodate the various learning styles and interests of our gifted students.

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

District Response: Curriculum instructional practices must be aligned with the students demand of a differentiated style of learning. Instructional practices are aligned with curriculum and common core standards. Daily instructional practices consist of reinforced styles of learning and thinking through the use of the following models.
Bloom's Revised Taxonomy
Frayer Model
Paideia Seminars
Tiered Vocabulary
Curriculum Compacting
Literature Circles
Learning Centers
Problem-solving across all content areas
Convergent/Divergent Thinking
Project Based Learning
Jacob's Ladders English/Language Arts lessons
Reader's Theater
Hands-on Equations

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

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

**District Response:** Halifax County Schools are working towards the mission of the North Carolina State Board of Education. We believe that when we actively engage our students, they will be prepared for postsecondary education and the 21st Century workforce.

The AIG students are involved in a variety of activities that foster the development of 21st century content. The students will continue to participate in face-to-face and virtual field trips to expose them to local, regional, and global experiences. The elementary AIG students will have the opportunity to participate in STEAM field trip as a source of exploration and extension of various elementary curriculums. The middle school students will learn more about science through various field trip. The high school AIG students will visit the performance of various plays in connection to novels that they are reading. Attending these events allows for students to engage with one another in promoting critical thinking skills, communication, collaboration, creativity and leadership. These trips will foster additional interest from their exposure.

Additional trips may include the local historical venues and activities, regional and state level competitions, and virtual trips to view the global society. The students will also visit other schools, colleges and agencies to experience alternative ways of learning that may give more meaning to the explored content and concepts. Technology will offer many opportunities for the students to participate in distance learning, research experiences and leadership activities. The students will generate products to showcase their learning to others which will develop social and civic skills. In addition, students are involved in local robotics clubs and various activities with the Solar Energy facility.

It is our belief that these real life experiences will enhance skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction and social responsibility.
Practice E
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: The use of assessments is crucial in the differentiation of curriculum and instruction. Data gained through assessments such as Case 21, End of Grade exams, and other benchmarks will help classroom teachers and the AIG Specialist in identifying strengths and weaknesses of students. In addressing those strengths and weaknesses, it prepares them for specific tasks that are content related, differentiating the curriculum for higher level thinking in lesson planning. The AIG Specialist and the classroom teacher share student test data to assess student growth initiatives through the professional learning community meetings on a monthly basis. The information that is shared is used to develop, revise and enrich classroom curriculum and instruction. The AIG Specialist will utilize this information to plan the flexible grouping after each benchmark. In addition, during the professional learning community, the regular education teacher and the AIG Specialist will collaborate on researched-based strategies that may be used in the classrooms with students who were successful on the standard.

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

District Response: The partnerships between the AIG Department and schools' counselors, social workers, teachers, administration, and parents will address the social and emotional needs of our AIG students. This community of support will collaborate often to create intentional instructional practices within the schools and homes.

The AIG Specialists will provide professional development to help teachers learn and understand the different characteristics of their AIG students. The AIG Specialist will provides project-based activities to challenge and meet the cognitive needs of AIG students. A few resources the AIG Department use to address to social and emotional needs include the Conover Program which been implemented as the primary source for social/emotional needs. Students are challenged within small and large group activities to help them develop the skills needed to thrive in group activities and to appreciate the contributions of others in their work. In addition, these activities will build critical thinking and interpersonal skills of individual students. The activities include Mindware, Puzzles challenges, brain teasers, analogies, the walking classroom and project based activities involving literature from a variety of genres.

The students also participate in local and regional competitions and activities to address social and emotional needs. The competitions include but are not limited to: Battle of the Books, Halifax County Schools AIG Spelling Bee, cultural plays, Quiz Bowl, and Envirothon. The students compete against each other and other districts depending on the activity. The classroom teachers, with support from the AIG teacher, employ the study of novels in the classroom setting with their peers. This practice addresses environmental habits and issues, global study, and social and emotional issues.
Practice G
Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

District Response: HCS nurtures the potential of young learners kindergarten through second grade with curricula activities that introduce them to high levels of critical and creative thinking. The AIG Specialist engage in sessions with K-2 students. The AIG program has incorporated a nurturing program that focus on divergent/creative thinking, convergent/analytical thinking, visual/spatial thinking, and evaluative/critical thinking. It is designed to be flexible in meeting the needs of the students. The AIG Specialist supplements additional activities that effectively reinforce concepts within the regular classroom. These sessions include activities that will build endurance in completing tasks involving creation, evaluation, and analysis.

In an effort to address this practice, Kindergarten through second grade students are selected by the classroom teacher or administrator to participate in the K-2 nurturing program. The Primary Education Thinking Skills (P.E.T.S) is used to expose the students to critical thinking skills (convergent and divergent thinking). It creates relationships with students who demonstrate strengths in the thinking skills and assessments. Students are selected based on teacher observation, classroom performance, and formal assessments. The AIG staff will submit a schedule to the AIG Coordinator, administrators, and principals of dates and times students will be pulled for small group sessions and/or inclusion. Focus is on deductive reasoning, vocabulary instruction, verbal analysis, and technology. The goal is to increase the student's level of complexity as it pertains to the Standard Course of Study (Common Core). Students are expected to develop critical thinking skills through integration of core subjects. The AIG staff participates in professional learning communities with the K-2 teachers in order to share the impact of the sessions on individual students.

In Halifax County Schools, 3rd graders are identified in our AIG program and participate in the services for 3-12 AIG students.

HCS is moving towards a co-teaching approach with our AIG students clustered together with the purpose of purposeful and intentional differentiation of content and instructional practices.

Practice H
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

District Response: Halifax County Schools district promotes collaboration among AIG personnel and other school staff, including regular and special education teachers, extracurricular, English Language Learner and related service staff through Professional Learning Communities (PLCs) meetings held monthly at each grade level. The school staff understands the requirement for attendance and the process is monitored by school administrators. The AIG teachers lead the discussions through sharing student progress data, providing teaching strategies to the staff to assist with lesson planning, modeling lessons and the implementation of strategies during the lesson. The
team will also request feedback from the teachers about the strategies tried with the students. The AIG teacher ensures that clear communication is maintained with classroom teachers, EC teachers, ELL teachers, and administrators.

Professional development sessions will be conducted to extend support to entire school community and offer team assistance as a body. The goal is to engage in the learning styles and characteristics of the AIG through differentiated instruction. Information sharing opportunities will be available through staff meetings, PTA meetings, individual consultation with school professionals, and parent/student conferences, webinars and guest speakers.

As we move to a co-teaching approach with our AIG students clustered together in regular education classes, collaboration will be crucial and natural.

**Practice 1**
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** Each student in the AIG program will have a Differentiated Educational Plan (DEP) to identify the services that meets the identified needs of the students. The DEP is reviewed biannually (at the beginning of the school year and at the end) with the parent, teacher, administrator and student to determine effectiveness of the strategies and services that has been provided. The AIG teacher will conduct the progress meetings throughout the year and an annual review meeting before the beginning of the next school year. Students in grades K-2 with the potential to be determined eligible for the AIG program, will also receive updates annually with the classroom teacher and parent. Parents are invited to attend all progress meetings for the student as well as sessions to engage in a sharing and enlightening sessions about their gifted child. DEP meetings are one way in which the AIG staff encourages parent involvement to discuss the student's needs and progress. Meetings are arranged and scheduled during the school day or a mutually agreed upon time between the school and parent.

**Ideas for Strengthen the Standard:** Adding additional social-emotional curriculum
Professional Learning Communities
AIG Challenge Days
AIG Parent Night
Fostering a Co-teaching environment where all staff who serve AIG students know how to differentiate content and instructional practices to their needs

**Sources of Evidence:** Social-emotional curriculum
PLC's agenda/minutes
AIG Challenge Day pictures, videos, and agenda
AIG Parent Night pictures, videos, and agenda
Standard 4: Personnel and Professional Development

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

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

District Response: HCS’s AIG facilitator/teacher holds an AIG license and is a key team member is guiding, planning, developing, implementing, revising and monitoring the AIG program and plan. AIG Coordinator supports with plan development and monitoring. The coordinator has knowledge of effective instructional practices, program management, and supervision. The AIG Representatives are teachers at the school level who are trained in effective practices in teaching gifted students and are the school representative designated to support other teachers at the school level with instructing AIG students. These representatives may be AIG certified or working to achieve certification. Professional development opportunities are ongoing during the School Representatives’ meetings or during the summer months.

The role of the AIG Teacher is fulfilled by certified AIG personnel to effectively meet the demanding needs of all AIG identified learners at the different school levels. We will continue to encourage teachers and staff to become AIG licensed and present opportunities as they arise. The AIG Teacher performs the following tasks:
- Conduct regular AIG School Representative and stakeholders meetings to share information regarding the gifted program
- Supply information and resource materials for enrichment and interest activities to classroom staff for all identified students
- Provide eligible students with program information and applications for participation in the enrichment programs such as Duke TIP, North Carolina School of Science and Math, Governor’s School, Summer Camps, etc.
- Facilitate instructional resource or support sessions with elementary, middle, and high school students
- Screen and assess students for AIG identification.
- Prepare nomination portfolios for potential AIG students
- Maintain and update AIG student files
- Organize and coordinate district wide competitions and activities for the AIG program
- Assist in review of school level AIG notebooks and supporting documents
- Supports the process of the development, implementation, monitoring, and revision of the district-wide plan.

Practice B
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.
**District Response:** Halifax County Schools AIG Facilitator engages in tasks that explicitly address the academic, intellectual, social and emotional needs of gifted learners. HCS employs a full-time AIG teacher as well as an AIG Teacher Assistant to support the AIG program and provide services to meet the academic and affective needs of gifted students. AIG Teacher Responsibilities include: * Advocate for gifted students in the building with school personnel and the community * Coordinate services for gifted students at their assigned school(s) * Gather and review screening and referral data during screening windows * Administer appropriate identification assessments during testing windows * Communicate weekly with classroom teachers to provide differentiated curriculum and support for gifted students * Provide direct services to identified students using research-based methods * Provide nurturing and talent development services to students identified as demonstrating potential for giftedness who are not formally identified * Provide embedded professional development in the school building to support differentiated academic opportunities for gifted students in the regular classroom * Attend professional development opportunities, such as those offered at statewide conferences and those offered within the district to continually grow in the area of gifted education * Provide consistent communication with parents/families about screening, referral, identification, and services using newsletters, emails, phone calls, digital spaces, progress reports, and/or parent-teacher conferences * Maintain documentation of student growth and needs using appropriate differentiated education plans (DEPs) and individualized differentiated education plans (IDEPs) * Annually review student placement and services for appropriateness * Maintain NC add-on AIG certification * Perform additional responsibilities assigned by building supervisor and/or Specialist for Advanced Studies.

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

**District Response:** The mission of HCS is to provide personnel responsible for instructing and interacting with AIG students with professional development that equips them to meet the academic and social needs of that segment of the population as identified by state legislation and local standards. Our AIG Facilitator, Assistant, and Coordinator will attend various workshops and trainings to stay abreast of the State and local guidelines. Our AIG Specialists and Coordinator provide resources and training to school personnel regarding the current research and techniques in addressing the needs of the students.

The AIG Department meets quarterly to discuss specific professional development areas of need. Professional development sessions are conducted throughout the year to the AIG community stakeholders, school administrators, support staff, and parents. Other professional development opportunities will occur during scheduled regional meetings, state, and national conventions. Current research, laws governing academically intellectually gifted students, data analysis, and instructional practices are discussed during these sessions.

Annual topics of professional development provided to teachers, counselors, school administrators, and community partners include, but are not limited to:
Overview of the HCS AIG program
What does it mean to be "gifted"?
Instructional strategies for the gifted child
Strategies for parents of the gifted
Community Involvement in the AIG program.. How can we get it done?

**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:** It is a district goal to increase the number of AIG licensed teachers and encourage teachers to enroll in and complete courses for licensure. In an effort to address the needs of students, teachers are provided specialized training in areas to support the needs of the gifted. Future plans for the AIG program will include offering classes in the different disciplines to be taught by certified personnel. Halifax County Schools practices ongoing recruitment of highly qualified professionals.

Halifax County Schools currently utilizes AIG certified teachers to teach identified students and support the teachers of their classrooms. A district focus of the school system is to provide quality instruction and differentiation in all classrooms. All teachers, regular and special education, receive district wide professional development on differentiating instruction and flexible grouping based on the student performance. To ensure that all students are provided appropriate instruction and differentiated services, all instructional personnel are receiving training in differentiated instruction that focus on strategic planning and instructional practices that meet the needs of academically and intellectually gifted students.

AIG students are placed in general education classrooms with teachers who have an AIG add-on license or a wealth of knowledge through professional development for serving the gifted student.

**Practice E**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** Halifax County Schools promotes the growth and development of instructional personnel as an integral part of the local professional development plan. The goals and objectives of the local AIG plan are integrated in the North Carolina Standard Course of Study and district initiatives which is the basis for instruction in the district. Dual enrollment, acceleration, and differentiation are tools used to expand and extend the curricula to meet the needs of gifted learners.

The beginning of the school year has been reserved for district wide professional development for all staff members and designed to address the needs of teachers based on student data.

It is one goal of the district to provide staff development and opportunities for staff to become AIG certified. The district's professional development program is an extension and expansion of the
Common Core State Standards, with a focus on Bloom’s Revised Taxonomy, Marzano’s Dimensions of Thinking, and effective differentiation through data analysis and lesson planning.

**Practice F**
Provided opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** Halifax County School District offers professional development for the entire district during the beginning of the school year. Professional development for all staff is written into the district calendar. Other professional development sessions occur during scheduled local, regional, state, and national conventions. AIG Specialists consult and co-teach with personnel to ensure the implementation of strategies learned. HCS provided professional development for all teachers of AIG students in preparation of 21st Century skills and all learning standards. Teachers and other support staff continue to deliver instructional practices and services based on participant evaluation. AIG program standards and teacher standards are rigorous and documented within the NCDPI accountability system as a measurement of proficiency and growth. It is our goal to supplement district training with opportunities for teacher and stakeholders to take part in professional learning activities that focus on student engagement and growth.

**Ideas for Strengthen the Standard:** Increase the number of AIG certified teachers within general education classrooms
Develop local requirements for AIG professional development
Increasing capacity for all staff to meet the needs of the AIG student

**Sources of Evidence:** Class schedules
Counselors’ schedules Activity Attendance Rosters Surveys
Community forums
Faculty/School Board meetings agendas
AIG School Representatives/Team Meetings AIG School Representative Notebooks School level workshops
Professional Learning Communities
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 partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: The Halifax County School System's participates in local partnerships in the community to ensure its effectiveness in the delivery of our program service options to all identified AIG students and their needs. It is imperative to meet the demands of partnering with diverse parents and families. The AIG program currently partners with the Fishing Creek Soil and Water Conservation District, local restaurants, the local newspapers, the public libraries, the North Carolina Agricultural Extension Agency, 4-H Rural Center, and Halifax Community College. The AIG program continues to seek partnerships with the community at large and has recently added Center for Solar Education. The AIG Specialists meet biannually with the representatives of these partners at advisory board meeting to discuss resources and opportunities for AIG students. The partnerships have provided resources and materials for teachers and engaging activities for students.

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

District Response: The AIG Facilitator schedule workshops for orientation of the AIG program and the AIG plan with staff and the community during professional development. The AIG Facilitator shares ongoing service delivery with school administrators and superintendents. The AIG Coordinator and AIG Facilitator share program achievements with school board members, administrators, parents, teachers, students, counselors, social workers, instructional coaches, and stakeholders within the school, at school board meetings, and community forums. Collaborative efforts are established to effectively communicate and develop partnerships with parents, families, and communities.

The AIG Facilitator meets with grade level teachers to share in the PLCs. The AIG Plan and Program information is disseminated and shared with administrators, instructional coaches, teachers, volunteers, counselors, and social workers. Information is provided in the AIG brochure, school and district AIG websites about the AIG program. The community, parents, and students find contact information included in the aforementioned publications. The local AIG Plan is posted on the district website and defines Article 9B. The AIG Coordinator and AIG Specialists meet with the district's curriculum team and instructional coaches to communicate and thoroughly unpack the standards.
DEP meetings are conducted with AIG Facilitator. The community and other stakeholders are involved in educational programs and the AIG program through the phone messenger system and other methods of social media.

The AIG Facilitator:
- conduct biannual DEP (in the fall and in the spring) meetings with parents to inform, evaluate, and share updates
- collaborate with AIG school representatives to share highlights, discuss progress in following the AIG plan
- share with stakeholders and the community future AIG events, volunteers for special events--band, speakers engagement, performing arts, career fairs and science fairs
- conduct meetings with the Advisory Committee to share upcoming plans

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

District Response: HCS AIG Coordinator is responsible for the leadership of the AIG Advisory Board to schedule regular meetings to assess implementation, progress or changes needed in the AIG program. We want parents to play active roles on the advisory board which we want to be comprised of a HCS Board member, Director of Halifax County Public library, student, AIG parent, media specialist, counselor, and ELL Specialist, and a stakeholder of the community.

AIG Specialist will host quarterly meetings with the Advisory Committee to employ additional opportunities and explorations for the AIG student. Parent and stakeholders work sessions will be held to share information on scheduled events and activities. The Advisory Committee researches opportunities for students in the AIG program that are educational, meaningful, cultural, and engaging. Fliers and newsletters are distributed and posted in communities that publicly announce extracurricular activities, workshops, forums, classes for parents and parents of ELL students. The Advisory Committee provides assistance in developing programs as well as share information with the community.

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

District Response: All material is created to meet the diversity of students in their native language. All planned activities are placed in a calendar format and placed on our county website with a link to AIG. Collaboration with the English Language Learner Teacher, migrant tutors, and technology programs assist in making the information available to the students and their families. In cases where necessary, interpreters are used as a support for the parents during meetings and parent activities.
Practice E
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

District Response: The district forms partnerships with institutions of higher education, summer camps, local business and industry, and community volunteers to enhance and support the AIG program and the service delivery. Current partners include Soil and Water Conservation of Halifax, Halifax County Public Library, and 4H. We are pursuing partnerships with Poe, Solar Energy, Lakeland Arts Center, NC State, and A&T.

The AIG Specialists shares information at the schools with parents and administrators regarding the programs and activities available to the students. Educational opportunities and experiences are made available to students, families, and community stakeholders through outside resources such as Duke University, Ferrum College, Governor's School, School of Science and Math, Career and Technical Education, Institutions of Higher Education. Other stakeholders in the community are able to access and learn more about the program on the HCS website, community forums, and written correspondence.

Ideas for Strengthen the Standard: Invite stakeholders, the community, parents, students, and district staff with an active interest in serving on the Advisory Committee to review, implement and monitor the AIG Plan
Creation of standalone web page for AIG with links to resources and calendar of events regarding opportunities available to AIG students
Outside partnership for social emotional learning
Add partnerships with NC State or NC A&T

Sources of Evidence: Technology
District and School websites
brochures
Student handbooks
Agendas
presentations
workshops
forum
Binders
Parent family surveys
Advisory committee agendas and minutes
Correspondence
PLC
Standard 6: Program Accountability

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

**Practice A**
Devs 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.

**District Response:** Halifax County Schools' AIG Program has developed an academically, intellectually and gifted (AIG) plan which is in compliance with the state legislation and State Board of Education policy. Changes in the plan addressed the 2018 AIG Program standards. This policy requires writing and implementing a three-year plan for continuous improvement. The changes and updates within the plan were developed from feedback given from various stakeholders, including pare which has been placed on the district's web page and distributed to the stakeholders, including parents, community members, district staff, administrators and students. The AIG advisory additionally had input into the development of the plan.

The local Board of Education for Halifax County Schools approved the improvements in the plan prior to being submitted and approved by DPI.

**Practice B**
Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

**District Response:** Halifax County Schools monitors the successful implementation of the local AIG Program. The AIG Coordinator, AIG Facilitator, and AIG Assistant monitors and executes the program standards as approved by the State Board of Education and by the state definition of AIG students, Article 9B(N.C.G.S. 115C-150.5). The funds allocated to the AIG program are used to support the staff and the program assessments, activities and instructional materials. Halifax County Schools recognizes the unique demographics and geographic layout and considers the support provided to the general education teachers of AIG to be a valuable source of differentiation for the AIG students. Resources and clear, valuable professional development is key to the success of teachers of AIG students. Professional development will be aligned with the goals and standards of the AIG plan.

The AIG Coordinator, AIG Facilitator, and AIG Assistant review the progress of program standards annually. Survey data will assist in driving our program evaluation. The AIG Facilitator will provide parents, students, teachers and administrators with an annual evaluation. The data from this evaluation will help in the revision of a practice or practices being implemented. The results of the evaluation and with proposed strategies will be shared with stakeholders minimally at the advisory meetings to help improve the program. Monitoring of the plan will also occur within the AIG
Representatives' meetings, observations and collaboration with principals and other pertinent staff to address challenging issues.

**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.

**District Response:** The AIG Coordinator, AIG Facilitator and district Finance Officer continuously monitor funds to ensure fidelity for the local AIG program according to state policy. Funds are utilized in accordance with state legislation. The AIG state allotted funds will be used for activities involving the AIG students in the school and community. These funds are allocated using the state chart of accounts. Some expenditures include: AIG teacher salaries and benefits, assessment costs, field trips and travel to competitions, organization membership fees and tuition, instructional and program supplies and materials, professional development and travel. The areas of greatest need will be provided top priority.

**Practice D**
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** The Halifax County School System uses a variety of data sources to monitor students in the AIG program through the use of reports from Case 21, End of Grade (EOG) test, End of Course (EOC) test, Common Formative Assessments (CFA), weekly and classroom assessments by instructional coaches and teachers, Powerschool discipline and attendance. This data is analyzed and discussed in grade level professional learning communities, parent-teacher conferences, district sponsored data discussion and teacher-student conferences to monitor student growth and proficiency. Drop-out data is collected through the counselors and data managers. The AIG facilitator then maintains and analyzes the data.

The AIG Facilitator collect data from our PowerSchool and Testing Coordinators and School executives. The AIG Facilitator and the ELL Coordinator meet as a team to collaborate on cultural diversities to embrace student and district goals and levels of achievement. Social and emotional concerns are included in student adaptation and environmental safety. Data reviews are conducted to study student growth and proficiency that will guide us to a more effective strategy to reach the individual needs of the AIG student.

The AIG Facilitator will share out data concerning student achievement, growth, and drop-out data at the first advisory meeting based on the previous school year’s data.

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

**District Response:** Halifax County School AIG Facilitator and Assistant will monitor data of all AIG students annually, especially that of those who fall in the subgroup of underrepresented. The AIG population in Halifax County Schools is overwhelmingly African-American. Although the school system in its entirety greater than 95% economically disadvantaged, the AIG population does not mirror that. The AIG Specialists will work with the Powerschool and Testing Coordinators to examine data on possible AIG retentions and ethnic group representation of our total school population. AIG Facilitator will train and communicate with ELL and EC teachers soliciting any possible candidates for the AIG Program.

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

**District Response:** Halifax County Schools Human Resources Department monitors the current data regarding the credentials of personnel serving AIG students regularly. The AIG Coordinator receives updates on the AIG certified staff. It is our goal to ensure the collaboration among the AIG programs and stakeholders as a key source in the success of program implementation. The Human Resource Department maintains and records licensures on all personnel. The AIG Coordinator communicates with the Director of HR and staff in the human resources department to ensure compliance that references the credentials of personnel teaching the AIG students. AIG Coordinator and Facilitator will continue to encourage and share opportunities for licensure.

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

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

**Practice H**
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** Halifax County Schools data provides insight into program effectiveness. Feedback is solicited from students, parents, teachers, administration and stakeholders through
surveys in reference to program success. Feedback is used to make a positive difference in the implementation of the AIG Plan as well as the execution of the overall program. The sources of data include student achievement reports, cultural observations by service providers, stakeholder surveys, school administrator and school staff observations and comments. The data is reviewed annually at the end of each school year to prepare for the upcoming year.

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

**District Response:** Halifax County Schools disseminates data to schools, parents, students, administration and the stakeholders through school based and community reporting. Data is valuable and provides guidance for strategic planning and program revisions and reviews. It is our goal to analyze and share data received from assessments of evaluation with teachers, parents/families, administrators, counselors, students, and stakeholders. Each year, an AIG fact sheet is developed and shared with stakeholders. In addition, the AIG department will respond to any individual requests for data.

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

**District Response:** The AIG department has collected data and shared at local board meetings and with the public in accordance to school board and state policies. Data will be made available to stakeholders and the community at large in a manner that does not violate the students and parents rights. The AIG Handbook includes the safeguards for the students and families and is shared biannually with the parents. The Handbook includes an explanation of the requirements of informed consent, identification, placement, reassessment, transfers, and the procedures for resolving disagreements. Each school and teacher has a copy of this handbook available.

Before we conduct any evaluations, a referral packet is sent home to the parents—which includes a form where they have to provide consent if they want their child to be considered for the AIG program. This would be the same if we were to reevaluate a student for AIG. If a student leaves HCS, we require a record release to be signed by the parent before we will send records to another school/agency.

The Due Process Appeals steps includes:
Step 1: Parent-Teacher Conference to include the AIG Facilitator
Step 2: Principal Conference
Step 3: Appeal to AIG-Coordinator
Step 4: Appeal to Assistant Superintendent
Step 5: Appeal to Halifax County Schools Board of Education
Step 6: State Level Grievance Procedure
Ideas for Strengthen the Standard: HCS will have a Challenge Day where all AIG students will participate in activities according to their area of identification and/or interest. The AIG Team will partner with counselors to educate parents on social and emotional needs of a gifted student and strategies to practice at home.

Sources of Evidence: Challenge Day agenda and survey results
Parent Meeting Agenda and survey results
**Glossary (optional):**
SBE-State Board Of Education
DPI-Department of Public Instruction AIG-Academically Intellectually Gifted P.E.T.S--Primary Education Thinking Skills D.E.P.----Differentiated Education Plan
EOC---End of Course
EOG---End of Grade
HCS---Halifax County Schools ITBS---Iowa Test of Basic Skills
PLC---Professional Learning Community

**Appendix (optional):**
AIG Brochure-2018-2019 updated.docx *(Appendix - Standard 1)*
AIG1 Teacher Referral Form (1).pdf *(Appendix - Standard 1)*
AIG2 Permission to Screen (1).pdf *(Appendix - Standard 1)*
AIG2a Observation Checklist.pdf *(Appendix - Standard 1)*
AIG4 Placement Record.pdf *(Appendix - Standard 1)*
AIG6 DEP 1516 Elementary 3-5.pdf *(Appendix - Standard 2)*
AIG6 DEP 1516 High 9-12.pdf *(Appendix - Standard 2)*
AIG6 DEP 1516 Middle 6-8 (1).pdf *(Appendix - Standard 2)*
5th six weeks plan (53119).docx *(Appendix - Standard 3)*
5th six weeks plan (53119).docx *(Appendix - Standard 3)*