

**Halifax County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2013-2016**

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

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

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

***For 2010-2013, Halifax County Schools local AIG plan is as follows:***

**Halifax County Schools Vision for local AIG program:** The AIG program for the Halifax County Schools' vision was developed based on Article 9B (N.C.G.S.115C-150.5). The State Board of Education approved the NC AIG Program Standards on July,9, 2009. Our AIG Program vision is to prepare and lead Future-Ready Students for the 21st. Century. Our goal is to promote, strengthen, and enhance academic achievement, intensify collaboration and engage in partnerships that focus on the community at large in building a profound relationship. We will strive to meet the diverse needs of our student population through rigorous instruction, and differentiated educational services beyond regular classrooms for students who exhibit high performance capability in intellectual areas, and specific academic areas.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$168907.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## **Standard 1: Student Identification**

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

### **Practice A**

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

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

**Rationale:** Halifax County Schools AIG program believes that all students should be challenged to strive for academic excellence through rigorous, challenging, and comprehensive instruction. HCS communicates procedures for AIG student identification for the entire K-12 district on the district's web page.

Halifax County Schools will

- .strengthen the kindergarden through second grade nurturing program
- .develop a brochure that is clear, equitable, and comprehensive in English and Spanish

To ensure that all students are given the opportunity to participate in the AIG program when applicable.

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

**Description:** Parents are provided Halifax County Schools' Academically and Intellectually Gifted Parent Handbook-which explains basic information about the program. We will also use the county's website, parental sessions, parent leaders, meetings, discussion groups, PTA/Parent Night Meetings, and AIG school representatives, to share information about the program's eligibility requirements for all students. Nominations for new referrals will be accepted twice annually, once during the fall and once during the spring.

Halifax County Schools ascertains the dissemination of information to school personnel, parents, families, students, and the community-at-large that is clear, equitable, and comprehensive and leads toward appropriate educational services.

### **Planned Sources of Evidence:**

Nomination tools (self, parents, peer)  
district and school websites  
AIG Handbooks (English and Spanish)  
AIG Brochure

PTA meeting agendas and program presentations  
Faculty/School Board meetings agendas  
AIG plan  
AIG School Representatives  
Administrators  
Surveys  
Parent Leaders  
Professional learning communities

**Other Comments:**

**Practice B**

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

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

**Rationale:** Halifax County Schools use multiple criteria that is researched based for the placement of potential students into the AIG Program.

To use a majority of measures to identify potential students in the AIG Program.

**Goals:** To use multiple criteria to identify students who show potential to achieve at levels above age and/or grade placement.

**Description:** Students across the county will participate in a broad based screening twice a year, in the fall (October) and in the spring (March) to develop a pool of students for placement in the AIG program. Students at the other grade levels are recommended by their parents, teachers, peers, self-nominations and other professionals for screening. Grades K-2 will be our nurturing model and a special program (P.E.T.S.) will be our nurturing tool used. If there are students in need of radical acceleration that school will fill out a recommendation form and give to the AIG Specialist. The Specialist will then gather data on the student. The school's team will meet discuss, make an appeal to the parents and if all are in agreement, said child or children will be placed on our head count unofficially until third grade. Students across the county are identified through an assessment process that includes achievement, aptitude and norm referenced tests and above or below average performance. Students must score at or above the 85th percentile to be considered. The Iowa Test

of Basic Skills (ITBS), The Cognitive Test of Abilities (CogAT), and the Naglieri Nonverbal Abilities Test (NNAT2) are administered. Alternative methods for identifying students who manifest giftedness include: students with siblings currently identified, peer or self-nominations, a teacher-rating scale, parent-rating scale and a self rating scale. No standardized tests will be given to students in grades K-2, (#115C-174.11). End of Grade/End of Course tests are not used to identify students but to monitor the progress of identified students.

All school personnel will receive copies of all data pertaining to and about students for identification. Handbooks of parent rights, flyers, newsletters, brochures and news articles will be shared highlighting dates and windows of opportunities, and criteria for being identified.

The required criteria for identification involves the fall and spring testing, teacher, peer, parent or self checklist form, classwork at or above the 85th percentile in reading and or math. No one criteria can keep a student from being identified.

When students are placed in our program we use a placement form AIG4 to compile all data collected on a student, after looking at this data, a team at each school will meet-consisting of principal, classroom teacher, counselor, media specialist and AIG Specialist when possible. From the recommendation of this team the student is placed. If there are disagreements, we follow the appeal regulations.

Aptitude and achievement scores are at or above the 85th percentile on nationally normed assessments. Once all the nomination information from across the board screening, teacher, parent, and self-nomination forms are completed and collected, we begin our screening process using the ITBS tests (Iowa Test of Basic Skills). The data collected will determine further screening. During this phase, additional information is collected on the nominated students. We use other nationally normed assessments, CogAt (Cognitive Abilities Test), and the NNAT (Naglieri Nonverbal Ability Test) with other authentic forms of assessments, such as Gifted Rating Scales and Teacher Checklist. Portfolios are also another form of assessment. If students are successful during the nomination and screening process, they are referred for placement. They will be placed based on strong evidence of need for differentiation from the gathered data of 3 out of 4 criteria. The gathered data is placed on the AIG3 form. The school AIG Advisory Team will review the data and make placement decisions based on the needs of the students for differentiated services. No one criterion will exclude a child from being identified. K-2 students (kindergarten through second grade) students, who are founded to have a need for differentiated services, are placed in our PETS Program.

#### **Planned Sources of Evidence:**

Copies of tests and results  
Nomination forms  
Teacher checklists  
School based review team meeting  
Student files containing identification information  
Student report cards  
AIG Plan

#### **Other Comments:**

#### **Practice C**

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations

include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

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

**Rationale:** Halifax County Schools' AIG Program administers traditional and non-traditional measures based on current research that are indicative of student performance. The measures will make provisions for the (K-12) student population without limiting the opportunity to be identified. The local education agency will also focus on other research-based measures as it pertains to the traditional and non-traditional student.

The AIG Program of HCSS will research and consider measures of testing that are based on the latest research trends for all students.

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

**Description:** The AIG Program of Halifax County Schools currently administers traditional and non-traditional tests for AIG identification that are research based. The following standardized measures are used for screening:

- . Iowa Test of Basic Skills (ITBS)
- . Naglieri Nonverbal Ability Test 2 (NNAT2)
- . Cognitive Abilities Test (CogAt)
- . End of Grade Tests (EOG)
- . End of Course Tests (EOC)

The AIG program of HCS currently use the Iowa Test of Basic Skills (ITBS) to measure achievement, Cognitive Abilities Test (CogAT) to measure aptitude, Naglieri Nonverbal Abilities Test (NNAT2) to measure aptitude, and the Gifted Rated Scale (GRS) a norm-referenced rating scale to be used by teachers.

Tests are administered individually and in small groups with appropriate accommodations.

Students are provided opportunistic advances that facilitates eligibility with non traditional assessments. Those assessments are:

- . Student Projects
- . Student work samples
- . Team and group performance
- . Teacher observation
- . Teacher checklist
- . Student portfolios

HCS AIG program ensures screening, referral, and identification procedures responds to under-represented populations who are economically disadvantaged, culturally/ethnically diverse, English language learners, highly gifted and twice exceptional.

**Planned Sources of Evidence:**

Student test scores using Traditional and Nontraditional Standardized Measures

Testing calendar

Student files with testing information

Individual projects

AIG plan

Achievement awards and recognition

PLC (Professional Learning Community)

AIG Parent Handbooks

**Other Comments:**

**Practice D**

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

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

**Rationale:** Halifax County Schools AIG Program initiates screening, referral, and identification procedures that respond to traditionally under-represented populations of the gifted. HCSS employs a nonverbal abilities test to respond to barriers that traditionally inhibit the identification of under-represented populations.

To implement all available screening and testing instruments for under-represented populations of potential students for the AIG Program.

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

**Description:** Halifax County Schools exhibits knowledge of the urgency to have representation of the traditionally under-represented populations of the LEA for differentiated services of the Academically and Intellectually gifted program. Populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice exceptional.

In an effort to address this practice, Kindergarden through second grade students are selected by the classroom teacher to participate in the K-2 nurturing program, Primary Education Thinking Skills (P.E.T.S). Students are selected based on teacher observation, classroom performance, and formal assessments. The AIG Specialist will submit a schedule to the AIG Coordinator, administrators, and principals consistent of dates and time students will be pulled for small group sessions and lessons. Focus is on deductive reasoning, vocabulary instruction, verbal analysis, and technology. The goal is to work with the AIG teacher to increase the student's level of complexity as it pertains to the Common Core State Standards. Students are expected to gain insight into reading through integration of reading and math in the K-2 nurturing program.

HCSS AIG Program administers the Naglieri Nonverbal Abilities Test (NNAT2) to meet the needs of varied ethnic social groups. Research indicates that this test eliminates the language and cultural barriers that often hinder AIG placement of under-represented populations. Another strategy used to increase the talent pool is lowering the eligibility score to the 85th percentile. It is most important to recognize that not any one criterion is enough to keep students from placement.

**Planned Sources of Evidence:**

Student Rosters  
Examples of Parent Referral  
Screening, Referral, and Identification Trends  
Nomination Referrals  
EOG/EOC Test Results  
AIG Plan

**Other Comments:**

**Practice E**

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

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

**Rationale:** Halifax County Schools ensures consistency in implementation of screening, referral, and identification processes within the LEA. HCS has created a system for documentation, compliance and completion.

To meet all standards of each process of placement in the AIG Program.

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

**Description:** Students in grades 3,7, and 10 are administered the Iowa Test of Basic Skills (ITBS) biannually to develop a local talent pool. Students who score at or above the 85th percentile may be administered the Cognitive Abilities Test (CogAT) and/or the Naqlieri Nonverbal Ability Test (NNAT2). Teachers administer a rating scale and provide additional information on performance behaviors. The local systematic monitoring assessment and the state standardized test data also play a role in placement and service delivery. We ensure consistency in our implementation that no single criteria would prevent any student from being identified.

Halifax County Schools staff, students, and parents are made aware of the requests for screening through the process of electronic messaging, written correspondence, The Alert Now system that can contact all families and the schools Parent leader.

**Planned Sources of Evidence:**

MAP Test Results  
Rating Scales  
Inventories  
School based review team meeting minutes  
Agendas and presentations at PTA meetings, faculty meetings, PLC's  
District Parent night meetings  
Calendar of testing and meeting dates  
DEPs/IDEPs  
AIG Plan  
AIG Brochure  
Alert Now System  
Parent Leader

**Other Comments:**

**Practice F**

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

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

**Rationale:** Halifax County Schools will provide a monthly/yearly calendar of parental/guardian meetings for sharing of student identification and service options.

To implement service options that will meet the placement areas of all identified AIG students.

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

**Description:** The Halifax County AIG Parent Rights Handbook is designed to include all information that describes the following: the state definition of giftedness, article 9B state legislation, Halifax County education goals, eligibility criteria, the identification process, service options, transfer data, and the due process appeals procedure. Halifax County also has an advisory group made of parents, school board members, local library and community college personnel, central office personnel and teachers who work to establish written policies that safeguard the rights of AIG students. To further communicate the philosophy and goals of local AIG initiatives the program produces a brochure, newsletter, and calendar of events to inform the community of the activities. Our Parent Rights Handbook is attached. Please see the appendix for further clarification.

Halifax County Schools safeguards the rights of AIG students and their parents/families. Written procedures and policies are established that will identify parents and families rights. Parents/families are guided through the referral and placement process, reassessment procedures, transfers from LEAs and procedures for resolving disagreements. Parents/families are given prior notice to give consent for evaluation of the child, must complete the parent checklist, review necessary documentation, and confer with AIG Specialist on the DEP (differentiated education plan)) if the child scored at the 85th percentile or higher, and the child is identified.

Attached is the Parent Rights Handbook explaining the process.

**Planned Sources of Evidence:**

- .Copies of flyers, brochures, newsletters, letters and calendar of events
- .Parent Surveys
- .student AIG folders
- .Parent's Rights Handbook
- .AIG Plan

**Other Comments:**

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

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

### **Practice A**

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

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

**Rationale:** Halifax County Schools adopted the Common Core State Standards (CCSS) 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.

HCS has now adopted the Common Core State Standards (CCSS).

HCSS has adopted the belief located in the Guiding Principles and Best Practices located in the publication from the National Association for Gifted Children. It states, "A curriculum for highpotential 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."

To ensure rigor and a challenging curriculum for all identified AIG students.

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

**Description:** The Common Core State Standards(CCSS), Revised Bloom's Taxonomy, Marzano's Dimensions of Thinking, and The Halifax County Schools Curriculum Maps (HCSCM), are components of the instructional plan for Halifax County Schools. Differentiated Education is not an instructional strategy or a teaching model, it's a way of thinking about teaching and learning that advocates beginning where individuals are rather than with a prescribed plan of action, which ignores student readiness, interest, and learning profile. It is a way of thinking that challenges how educators typically envision assessment, teaching, learning, classroom roles, use of time and curriculum. (Carol Ann Tomlinson, *The Differentiated Classroom; Responding to the Needs of All Learners*). According to Tomlinson, content is what the student should know, understand, and to be able to do as a result of a given segment of study. It encompasses the means by which students will become acquainted with information through textbooks, supplementary reading, videos, trips, speakers, demonstrations, lectures and computer programs. Teachers shall assess the strengths and weaknesses of AIG students on-going and plan instruction based on the learning styles and needs of each student. The AIG form shall be completed, reviewed, discussed, and placed in the student's file. The form is attached to the appendix.

**Planned Sources of Evidence:** Content:

## CCSS

Samples of projects, lessons, learning activities  
portfolios  
Evidence of delivery-video  
Student work products and assignments  
DEPs/IDEPs/etc  
Student inventories and surveys  
AIG Plan  
Student files  
Strength and Weaknesses form

### **Other Comments:**

### **Practice B**

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

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

**Rationale:** HCSS accomodates high level learners by supplementing and extending the goals and objectives in the Common Core State Standards. They benefit from models and learning activities that challenge and enhance communication skills. Using research based instructional strategies and activities, they develop healthy attitudes toward school and the community in which they live.

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

**Description:** Curriculum instructional practices must be aligned with the students demand of a differentiated style of learning. Instructional practices include:

- . Bloom's Revised Taxonomy
- . Frayer Model
- . Paideia Seminars
- . Drawing conclusions and making inferences
- . Word Meaning used in Context
- . Curriculum Compacting
- . Literature Circles
- . Learning Centers
- . Problem-solving across all content areas

Tiered activities allow all students to focus on the same concepts and ideas with varying levels of access to address the needs of learners at different levels. Learning contracts between the teacher and the student allows individuals to work at his or her own pace with stated expectations, goals, and objectives. Using problem based learning, students are presented with a problem, they must define the problem, locate resources, pose a solution, communicate the solution to others and assess the solutions effectiveness. Group investigations guide students through investigation of a topic related to

something being taught in the class. Teachers help in planning investigations, carrying out investigations, presenting findings and evaluating outcomes both individually or in a group. 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 types employed in the system include Advanced Placement, Concurrent or Dual Enrollment, Mentoring, Extra Curricula Programs, and Subject Matter Acceleration. We also employ technology via the cyber campus and virtual learning to teach classes not available within the high schools. Resource Pull-out is used to facilitate project based learning and enrichment classes. Whole group instruction, small group instruction, and enrichment clusters are other effective strategies used to accommodate the various learning styles and interest of our gifted students. The AIG Specialist meets with the AIG population to engage in brain stimulating activities that are rigorous and challenging that also augments curriculum and instruction. The AIG population consists of 23% of the total population.

**Planned Sources of Evidence:**

Samples of Lessons, Units, and Products  
Students' work, and assignments  
DEPs/IDEPs/etc  
Inventories and surveys  
Student Portfolios  
AIG Plan  
CCSS

**Other Comments:**

**Practice C**

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

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

**Rationale:** The unique demographics and socio-economic status of our student population makes it imperative to employ a wide range of instructional services and practices that are research based. The classroom teachers selects and uses a variety of research-based supplemental resources that augment curriculum and instruction. The AIG Specialist promotes and engage in diverse instructional practices that focus on unique learning styles of the higher achievers.

To implement resources to supplement the curriculum and instruction of identified AIG students.

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

**Description:** Curriculum instructional practices must be aligned with the students demand of a differentiated style of learning. Instructional practices include:

- . Bloom's Revised Taxonomy
- . Frayer Model
- . Paideia Seminars
- . Drawing conclusions and making inferences
- . Word Meaning used in Context
- . Curriculum Compacting
- . Literature Circles
- . Learning Centers
- . Problem-solving across all content areas
- . Problem Based Learning
- . Convergent/Divergent Thinking
- . Project Based Learning

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 types employed in the system include Advanced Placement, Concurrent or Dual Enrollment, Mentoring, Extra Curricula Programs, and Subject Matter Acceleration. We also employ technology via the Cyber Campus and NC Virtual Public Schools that provides on-line opportunities. Students are monitored and guided technologically. Resource Pull-out is used to facilitate project based learning and enrichment classes. Whole group instruction, small group instruction and enrichment clusters are other effective strategies used to accommodate the various learning styles and interest of our gifted students.

The AIG Specialist monitors student growth through assessments and classroom performance. Additional time is dispensed to monitor the students' environmental adjustment. Classrooms are also visited by the AIG Specialist wherein the identified students are observed during the actual classroom performances. Instruction and student accommodations are prevalent.

**Planned Sources of Evidence:** .Dates of competitions and copies of programs

- .Names of guest lecturers and mentors
- .Samples of Lesson plans, units, and other activities
- .Professional Development
- .DEPs
- .P.E.T.S. Program (K-2)
- .AIG Plan

**Other Comments:**

#### **Practice D**

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

skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

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

**Rationale:** HCSS will foster the development of high level 21st. century content and skills in order to prepare the AIG student population with the proficiency they need to cope with the global society and the world they will inherit. Teachers need to permeate an extension of professional "higher order thinking" learning activities into their curriculum wherein the students engage in problem-solving, critical thinking, high-level of communication, creativity and innovation, productivity, responsibility, and social and emotional growth and awareness.

To ensure all AIG identified students are exposed to the skills for coping with 21st century content.

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

**Description:** Bloom's Revised Taxonomy addresses the levels of thinking and the development of higher order thinking skills. This characteristic is often observed in AIG identified students. AVID is designed to improve study skills and confidence in independent learners. The Common Core and Essential Standards and Learn NC are resources that contains informational learning and skilled activities that can be accessed on line for the growth and development of learners. Personnel cuts have limited the extended time students can receive enrichment with the AIG Specialist.

The AIG students have visited the School of Science and Math on more than one occasion. AIG students have participated in a variety of educational informational sessions at their local school site as well as traveled to other schools and centers in the district wherein they received high-level content for global awareness.

**Planned Sources of Evidence:**

List of Resources above grade level

Samples of selected curriculum products, lessons, and activities

Technology (Ipads, Laptops, computers)

P.E.T.S. Program (K-2)

**Other Comments:**

**Practice E**

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

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

**Rationale:** Halifax County Schools' classroom teachers and the AIG Specialist work collaboratively

identifying strengths and weaknesses of students, preparing them for specific tasks content related, differentiating the curriculum for higher level thinking. The AIG Specialist and the classroom teacher share student test data to assess student growth initiatives.

To implement differentiated practices in both areas of placement of identified AIG students for growth and review.

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

**Description:** The AIG Specialist provides accelerated materials to meet the needs of AIG students. She challenges them to small and large group activities to help meet their emotional needs of being with their peers. They are intellectually challenged with mind games, puzzles to solve, and of putting things together as well as literature and concepts in math and reading. Students prepare for the Battle of the books program, elementary and middle schools. They increase vocabulary tremendously through reading and preparing for the local and district AIG Spelling Bee. The competition preparation engages the student in thinking outside the box. The mandates of DPI in reading and math also help in offering a challenging, rigorous and relevant curriculum and instruction for our AIG identified students.

The AIG Specialist works with the classroom teacher to determine if additional resources or materials are needed for an individual student or small group of high achievers. The AIG Specialist also teach and share from the following materials:

- .Jacob's Ladder
- . Differentiating Instruction With Science, Social Studies, Math, Language Arts
- . Bloom's Revised Taxonomy
- . Junior Great Books
- . Math Detective
- . Hands on Algebra
- . Math Analogies
- . CCSS (Common Core State Standards)

**Planned Sources of Evidence:**

Genres  
Spelling/Vocabulary Words  
Brain Teasers  
Mind game samples  
Perma-Bound Books

**Other Comments:**

### **Practice F**

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

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

**Rationale:** Halifax County School System recognizes the exceptionality of the gifted students. Classroom teachers, Parents, AIG Specialist, Counselors, Social Workers, Administrators, Central Office Team, and stakeholders work collaboratively to understand individual situations. The social and emotional development of gifted students sometimes appear to involve issues that require consideration.

To provide practices and services for all identified AIG students to support their social and emotional needs.

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

**Description:** The AIG Specialist provides accelerated materials to meet the needs of AIG students. Students are challenged within small and large group activities to help meet their emotional needs of being with their peers. They are intellectually challenged with mind games, puzzles to solve, brain teasers, analyzing and synthesizing literature using different genres. They prepare for the Battle of the Books program, study words for the district's AIG Spelling Bee Competition. Parents and students participate in cultural plays. Students prepare and participate in the Quiz Bowl competition within the district and compete against other districts. The mandates of DPI in reading and math also help in offering a challenging, rigorous, and relevant curriculum that also makes instructional provisions for our AIG identified students.

### **Planned Sources of Evidence:**

- .Book lists
- .Spelling words
- .Brain teasers
- .Cooperative groups
- .Documentation

### **Other Comments:**

### **Practice G**

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

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

**Rationale:** Halifax County School System nurtures the potential of young learners kindergarden 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; therefore, the AIG Specialist supplements additional activities that effectively reinforce concepts.

**Goals:** The AIG Specialist piloted the Primary Education Thinking Skills (P.E.T.S.) program. The P.E.T.S. program has officially been adopted into the AIG Plan. The sessions consist of a small group of K-2 students that have been selected by the classroom teacher based on classroom performances, K-2 assessments, teacher monitoring and observation. The AIG Specialist meet to engage student learning twice per month for half of a semester, the list of students will then change. More personnel is needed and more funds to make a valid prediction of its validity.

**Description:** A time line of activities have been set up with our school counselors for the fall of this year to meet the needs of all of our identified AIG students. See attachment.

**Planned Sources of Evidence:**

AIG Plan  
P.E.T.S program materials  
Student work  
Handouts  
Additional resources to supplement P.E.T.S

**Other Comments:**

**Practice H**

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

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

**Rationale:** Halifax County School System ensures collaboration among AIG personnel and other professional staff including exceptional children's personnel,through Professional Learning Communities(PLC's). The staff understands that collaboration, team work, and cooperation among all personnel responsible for AIG students is mandatory in the development,implementation and effective instruction of our identified population.

To implement the collaboration of a differentiated curriculum for all identified AIG students.

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

**Description:**

A decrease in personnel had affected extensive collaboration on a weekly basis within assigned schools because of personnel shortages; however, the AIG personnel and all staff collaborates effectively. The staff understands the importance of having the best interest of the students growth initiative. The professional learning communities continue to develop and implement differentiated curriculum and instruction.

**Planned Sources of Evidence:**

- .AIG plan
- .lessons for P.E.T.S
- .handouts
- .other resources used to enhance lessons

**Other Comments:**

**Practice I**

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

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

**Rationale:**

Halifax County School System is developing an AIG Plan to support the goals and needs of gifted students. This plan is an essential framework of quality and comprehensive documents of differentiation based on (Article 9B). The plan will be assessed annually to ensure program effectiveness and the delivery and continuum of services.

**Goals:** To ensure that all identified AIG student's needs are met through differentiated instructional practices.

**Description:** The purpose of our plan is stated explicitly in the North Carolina definition of giftedness. "Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared to others of their age, experience or environment. Outstanding abilities are present in students from all cultural groups, across all economic strata and all areas of human endeavor". We endeavor to provide as stated in the definition and mandated by the North Carolina General Statute 115C, Elementary and Secondary Education Article 9B, differentiated education as evidenced with accelerated curriculum, varied instructional strategies and teaching techniques in the areas of giftedness and areas of student interest to expand and extend the NC Standard Course of Study (Common Core) and meet differing learning styles and individual needs. The AIG Specialist holds meetings in the fall to meet with parents and share the DEP of their child/children. Meetings are also arranged and scheduled during the school day to meet the needs of the student and parental request.

Each AIG identified student must have a DEP. The discussion takes place with the parent, counselor, administrator, or social worker, and teacher if feasible. Once the discussion is over, the parents signature is required. A copy is given to the parent and one is placed at that child's school with the AIG Representative. Many of our students are placed in the area of math and reading. Our resources are limited due to budget cuts and personnel changes. DPI mandates in reading and math have been a plus for us and we are taking advantage of their materials and activities. Our DEP forms are designed by school levels. Parents must sign each year. When this does not happen, efforts continue to meet with the parents.

**Planned Sources of Evidence:**

.AIG Plan  
.DEPs  
.Student files

**Other Comments:**

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

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

#### **Practice A**

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

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

**Rationale:** Halifax County Schools employs one full time AIG-licensed Specialist and one AIG Coordinator to ensure that the program meets all state and local standards for students who are identified as academically gifted. The role of the AIG Specialist also involves the development, implementation, monitoring, annual review and revisions of the district-wide plan.

**Goals:** To utilize certified AIG personnel to meet the demanding needs effectively of all AIG identified learners at the different school levels. Continue to encourage teachers and staff to become AIG licensed.

**Description:** The AIG Specialist assists the AIG Coordinator. The AIG Coordinator is not currently AIG licensed, however, she serves as Director of Exceptional Children. The AIG Specialist:

- . Conducts monthly meetings to keep all AIG school representatives up to date and informed of all current information regarding the gifted program
- . The AIG Specialist supplies information and resource materials for enrichment and interest activities for all identified students
- . Provides eligible students with information and assists with applications for participation in the enrichment programs such as Duke TIP-- 4th,5th, 6th, 7th Grade Talent Search, North Carolina School of Science and Math, Governor's School, Summer Camps
- . Facilitates sessions with each elementary, middle, and high school AIG student
- . Assess students for Governor's School and coordinate the process
- . Screen and assess students for AIG identification
- . Prepare packets of materials for AIG students at the teacher's request and/or voluntarily
- . Prepare folders for each student
- . Update AIG student files and place information and documents in the folders
- .
- . Organize and coordinate district wide Spelling Bee
- . Organize and coordinate cultural plays
- . Organize and coordinate Battle of the Books
- . Monitors program effectiveness and to be sure students are served
- . Chair committee meetings for DEPs, Advisory committee
- . Meet with parents

- . Meet with stakeholders
- . Provides support to staff as it pertains to individual students and global awareness
- . Assist with and review AIG notebooks that were created by the AIG Program which contains the six AIG standards and all supporting documents should be included in the binder that represents the portfolio of each school (appendix)
- . Chair AIG monthly meetings
- . Meet with the Coordinator for AIG and other personnel
- . Provide services to students who need additional resource information
- . Assist with district testing for MAP and EOGs
- . Meet with principals
- . Provide assistance at site location as needed
- . Provide assistance at site location as needed

. The Exceptional Children's Director is responsible for the program. The office for the Director is located at the Halifax County Schools Central office. Our AIG team of teachers are school representatives, some are AIG certified and there are others who are not certified at this time.

**Planned Sources of Evidence:** .AIG plan

- .Agendas
- .Sign in sheets
- .District and school websites
- .AIG Handbooks (English and Spanish)
- .AIG Brochure
- .PTA meeting and staff meeting agendas and program presentations
- .Professional learning communities
- .Community forums
- .Faculty/School Board meetings agendas
- .AIG School Representatives/Team Meetings
- .AIG School Representative Notebooks
- .Surveys
- .Parent Leaders
- .Professional learning communities

**Other Comments:** Personnel should be hired based on AIG certification requirements of the state of NC.

**Practice B**

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

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

**Rationale:** Halifax County Schools AIG Department will develop and execute a comprehensive plan of instruction that meets the intellectual and social needs of gifted learners.

To ensure a plan of instruction to enhance the gifted learner.

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

**Description:** The AIG school representatives will work with the AIG Specialist in modifying the curriculum to meet the needs of all identified AIG students. Enrichment and enhancement activities will be provided to supplement the academic program. Each of our school counselors will host group meetings with identified AIG students to discuss their interactions with others within the instructional environment.

**Planned Sources of Evidence:**

Class schedules  
Counselors' schedules  
Activity Attendance Rosters  
AIG Rep meeting agendas  
Surveys  
AIG Plan

**Other Comments:**

**Practice C**

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

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

**Rationale:** HCSS mission 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. We are hoping to have State and local resources to ensure that all personnel is kept abreast of the latest research and techniques. Budget cuts are and will be affecting the opportunity to gain AIG certification add-ons as a means to promote better instruction for all students. Whereas, we engage in professional development throughout the year, there has not been a specific professional development scheduled for AIG teachers and staff only.

**Goals:** The AIG Department collaborates to discuss specific professional development requirements

for AIG teachers and program requirements.

**Description:** Professional development will begin with the summer training program scheduled for the first weeks in August in the district's professional development calendar. Professional development will continue on system-wide staff development days that are written into the local calendar. Other professional development will occur during scheduled regional, state, and national conventions.

**Planned Sources of Evidence:**

Professional development  
Staff meetings  
School level workshops  
Professional Learning Communities  
AIG School Representatives  
Monthly meetings  
Regional meetings  
Annual state AIG Conference

**Other Comments:**

**Practice D**

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

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

**Rationale:** Halifax County Schools currently utilizes AIG certified teachers to teach identified students where possible. To ensure that all students are provided appropriate instruction and differentiated services, all instructional personnel will receive training in differentiated instruction that focus on strategic planning and instructional practices that meet the needs of academically and intellectually gifted students. Future plans for the AIG program will entail established classes in the different disciplines manned by certified personnel. Personnel changes and minimal AIG licensed teachers have eliminated AIG students being in an AIG certified teacher's classroom only. Most schools have two or three teachers with AIG certification. A decrease in personnel and budget restraints have delayed the initiative.

**Goals:** To work towards an increase in AIG licensed teachers and encourage teachers to enroll in and complete courses for licensure.

**Description:** Halifax County Schools recruits and retains highly qualified professionals. AIG students are placed in general education classrooms with teachers who have an AIG add-on license; however, due to the minimal number of current AIG classroom teachers that are AIG licensed, there is a need for more teachers who are working towards completing courses for an add-on license.

**Planned Sources of Evidence:**

- .Human Resource Department
- .Homeroom Teacher's rosters
- .List of certified AIG teachers
- .Course offerings for AIG licensure and the college or university offering them

**Other Comments:**

**Practice E**

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

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

**Rationale:** 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 (Common Core which is the basis for instruction for 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 fiscal school year has been scheduled for a week of professional development. Many of the workshops are focused on reading and math as it. The county's theme is "Celebrating Literacy". The staff has the opportunity to complete surveys, and an interest in workshops has been a concern for teachers who teach AIG and higher level students.

To provide staff development and opportunities for staff to become AIG certified.

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

**Description:** Among those principles that we used to design our program is this statement, "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 curriculum." Our 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, North Carolina General Statute 9B for Academically and Intellectually Gifted Students and the Halifax County School's Curriculum and Instructional services.

**Planned Sources of Evidence:**

- .Schedules
- .Agendas logs of professional development
- .District professional growth plan
- .AIG Plan -needs of gifted learners

**Other Comments:**

**Practice F**

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

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

**Rationale:** HCSS will provide professional development for all teachers of AIG students to receive preparation in the knowledge of 21st. century content, and all state and national standards. Teachers and other support staff are delivering instructional practices and services through a new Evaluation system. AIG program standards and teacher standards are more intense and has a stronger accountability means of measurement.

**Goals:** Engage in professional development that focus on student growth and the professional learning communities of the AIG students.

**Description:** Halifax County School System plans Professional development for the entire district during the beginning of August. Professional development for all staff is written into the district calendar. Other professional development will occur during scheduled regional, state, and national conventions.

**Planned Sources of Evidence:**

- .Documentation of Professional development
- .Documentation of participation in professional development

**Other Comments:**

**Practice G**

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

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

**Rationale:** Halifax County Schools maintains that collaboration among professionals cultivates personal professional growth and development. Sharing and communicating among peers and other state and local specialists builds a network of resources and cooperation that enhances professionalism in the work place and increases knowledge in strategic planning.

Build on implementing AIG program standards and provide opportunities for the AIG Department to become larger in numbers in professional learning communities.

**Goals:** The LEA will recruit to retain highly qualified professionals to teach the gifted students. To provide meeting opportunities of AIG school reps to plan with AIG Specialist and other resource personnel.

**Description:** The AIG Specialist meets monthly with school AIG representatives to keep them informed of testing opportunities, screening, placements, and procedures, differentiated instruction for the gifted, opportunities posed for the gifted learners at each school. This information is shared with

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each school's staff. Most schools formed an in house team to assist in addressing the needs of AIG gifted learners. Information is also shared electronically through email, telephonically with Alert Now, the county's courier, and correspondence. Our Specialist attends regional meetings set by DPI and the Regional officers to share information and keep all systems updated on the latest issues. There is no professional development for AIG only to plan, implement, or refine due to budget cuts.

**Planned Sources of Evidence:**

.Agendas

.Documentation of participation

**Other Comments:** AIG professionals will develop a calendar of monthly meetings to work in partnership to share and receive professional development from outside sources. These meetings will also make a more cohesive implementation of district goals and objectives for all AIG students.

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

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

### **Practice A**

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

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

**Rationale:** Halifax County Schools offers a broad continuum of curriculum services to meet the diverse needs of AIG students that do not discriminate against exceptionality. The AIG department continues to build on academic skills and knowledge through rigorous instructional practices with fidelity to the Common Core State Standards. The AIG department will continue to strengthen the service options as it pertains to common core and essential standards, academic, intellectual, and social abilities of the academically, intellectually gifted students.

**Goals:** To implement DPI reading and math mandates to benefit all AIG learners. Focus on all subjects relative to Common Core State Standards.

**Description:** All professional staff are receiving assistance from Instructional Coaches and Reading Specialist.

A DPI consultant is also assigned to schools. AIG students are also receiving assistance in the regular classroom from the professional staff placed in the schools. Focus is given to increase AIG licensure for teachers. Additional AIG personnel will facilitate the provision of service options, instructional opportunities at each level, elementary, middle school and high schools.

### **Planned Sources of Evidence:**

- .Handouts
- .Agendas
- .Test scores
- .Topics discussed

**Other Comments:** A comprehensive range of services are offered from a nurturing model in early elementary grades, high school classes for middle grade students and advanced placement classes for high school students. Services also involve local, district and state competitions that give students opportunities to interact with other gifted learners. Pull-outs continue to serve as the primary means of delivering services because of limited personnel. Field trips, newspapers in education, magazines, projects, problem based learning, technology and media are used to augment the curriculum and create challenges for AIG students.

### **Practice B**

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

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

**Rationale:** Halifax County Schools' AIG program will provide all resources, instruments, and personnel to meet the goals of all identified AIG students.

**Goals:** To utilize AIG resources to meet state standards and local objectives.

**Description:** AIG students will receive services in the area of identification in order to enhance and challenge the learner. The curricula activities will be integrated in various instructional methods and techniques to better meet the differing learning styles of individuals. The instructional program will be comprised of instructional units, field trips, research, competitions, projects, program acceleration, advanced placement, dual enrollment, independent study, curriculum enhancements and varied technological services. DEPs/IDEPS will reflect individual student needs. Each school level has pull out time as scheduled by the AIG Specialist. The activities are geared to the level of each school and grade of the students. The elementary students work on projects, instructional units, and competitions. The middle school students work on projects, instructional units, research, and competitions. The high school students work on subject acceleration, advanced placement, dual enrollment and independent study. Field trips for all levels are at a low because of budget cuts. We are hoping to plan one for this year.

**Planned Sources of Evidence:**

- .Array of service options-K-12
- .DEPs
- .Program Descriptions and data
- .Student profiles with service options

**Other Comments:**

**Practice C**

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

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

**Rationale:** Halifax County Schools' AIG Program uses support personnel to assist teachers in the implementation of instructional practices and planning. The Halifax County School System will drive accelerated achievement for all students to eliminate the achievement gap, with a focus on low performing schools, the well being of students, and professional development for teachers and other school personnel.

**Goals:** To implement all academic researched based strategies to AIG learners.

**Description:** The state has made available to use DPI consultants to work closely with all teachers through demonstrations, observation, and monitoring. Halifax County Schools' Instructional Coaches and Reading Specialists work closely with all of our teachers in lesson demonstrations and observations. With this abundance of expert knowledge we are given many strategies to help not only our AIG learners but all learners. The AIG Specialist continues to collaborate and communicate with teachers and support staff to enrich the social, emotional, and academic status of the AIG students. The AIG program is an integral part of all programs and services that are included in the Halifax County School System. Halifax County Schools focus on student achievement and global learning for our students. A quality is extremely important for all our students. The Professional development is provided for all staff. Current technological tools have been installed in classrooms and manipulated by teachers and students. Student data is reviewed on a daily basis to further address the needs of all learners and AIG inclusive.

**Planned Sources of Evidence:**

- .Lesson plans
- .Workshop sessions
- .Professional development
- .Student test data
- .AIG Plan
- .Professional learning community

**Other Comments:**

**Practice D**

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

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

**Rationale:** 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.

**Goals:** 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.

**Description:** The AIG plan is available to all Halifax County employees, parents, students, and stakeholders who access the webpage for Halifax County schools of North Carolina. Hard copies are provided to the Halifax County Board of Education, Superintendent, Assistant Superintendents, Principals, and AIG Representatives and to others upon request. A copy shall also be placed in each media center. The AIG program shares a power point presentation to parents that reflects our current

program.

**Planned Sources of Evidence:**

- .AIG plan
- .Brochure
- .County website
- .PLCs
- .Teacher survey
- .Parent survey

**Other Comments:**

**Practice E**

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

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

**Rationale:** Halifax County Schools ensures consistency in implementation of screening, referral, and identification processes within the LEA. HCS has created a system for documentation, compliance and completion. The AIG team and AIG Specialist communicates with teachers, counselors, and other staff to ensure and maintain effective continuation of K-12 services.

**Goals:** To implement strategies to enable students to understand the change in services at the different school levels.

**Description:** Students at each school level share in a common service delivery of pull out. We know from research that an identified AIG learner is gifted for more than 30 minutes during a day. An exceptional pool of resources are available to us through DPI consultants, Instructional Coaches, Reading Specialists, and Math coaches, who assist with regular education classes that involves the entire student population. We have one AIG specialist that works with the eleven schools in our pull out strategy. The higher the school level students work more on an independent strategy depending on the pathway they have chosen. The AIG Specialist and teachers at each school communicate to discuss student needs, strengths, weaknesses, and social and emotional concerns. Student DEPs have been discussed and overall student needs of the gifted learners.

**Planned Sources of Evidence:**

- .AIG plan
- .AIG Specialist's schedule
- .Electronic messaging
- .School Identification Check in/out System

**Other Comments:**

**Practice F**

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

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

**Rationale:** Professional development, communications, staff discussions and parent/teacher meetings are the keys to collaboration among all segments of the instructional program and the home. To ensure that all members are speaking a common language, we must be exposed to the same language, same research information, with an opportunity to share and discuss that information and its impact on the curriculum and its delivery.

To ensure the collaboration among the AIG program and stakeholders as a key source in the success of program implementation. Additional personnel in the AIG program will further ensure differentiated programming services.

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

**Description:** Communication among all stakeholders is paramount in effective collaboration. The use of electronic media, newsletters, regular scheduled meetings of faculties, students, parents, and communities ensures they all speak the same language and receive the same information.

The AIG personnel will collaborate with other professional staff in order to meet the needs of the AIG students and implement differentiated curriculum and instruction. The DEP will be developed by the AIG teacher, classroom teacher, parent and other people knowledgeable of the student in order to address the needs of the student. Surveys will be distributed and collected at the beginning and end of the school year in order to evaluate the needs of the children and to assess the effectiveness of the programs and strategies. The AIG teacher will participate in the district wide team meetings and other curriculum meetings at the school level in order to advocate for the programs and services for gifted students.

**Planned Sources of Evidence:**

- .Advisory team meeting minutes and agendas
- .Agendas, minutes of meetings with related personnel
- .LEA and school websites
- .DEPs
- .Professional Learning Communities
- .AIG Plan

**Other Comments:**

**Practice G**

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

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

**Rationale:** Based on current practices, Halifax County Schools strives to create an environment conducive to 21st century learning increasing student levels of global awareness. The district ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students and the entire student population. Community forums are conducted by the Halifax County Schools District to collaborate and elicit feedback from our parents/families, students, teachers, and other stakeholders.

**Goals:** To meet all AIG student needs through the efforts of counselors, parents, teachers and the AIG Specialist with appropriate services to meet their social and emotional needs.

**Description:** A framework of events have been developed with bench mark dates to help in our efforts of meeting the academic, social, and emotional needs of AIG students. The AIG population to spend a great deal of time together so that the challenges, higher order thinking, and the questions will continue to soar. Inquisitive interest abides in much of this population.

**Planned Sources of Evidence:**

- .Community forum agendas
- .Alert Now District wide System
- .AIG plan
- .Agendas
- .Sign-in sheets
- .Meeting notes
- .table of activities for academic, social, and emotional needs of AIG students

**Other Comments:**

**Practice H**

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

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

**Rationale:** The Halifax County School System AIG Plan was developed for small/groups as well as individual students that excel far and beyond their peers. This allows the delivery options to be tailored to meet the needs of all our identified students.

**Goals:** The goal is to provide service options that meet the needs of all identified students.

**Description:** The Halifax County School System's AIG Plan follows the mandate of DPI in accordance with the state's definition of Article 9B as our core. We strive to meet the needs of all ethnic groups in the areas of reading and math. Students are given opportunities to work in a group or individually to reach their full potential using independent study, contracts, distance learning and or on-line 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.

**Planned Sources of Evidence:**

- .Service delivery options
- .DEP
- .Registration forms
- .Rosters
- .Competitions
- .Letters of achievements/awards
- .Documentation in folders

**Other Comments:**

**Practice I**

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

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

**Rationale:** The Halifax County School System AIG Plan was developed with all ethnic groups in mind. Our plan is inclusive of all academic, social, and emotional needs of our identified AIG students.

**Goals:** The LEA will continue to implement the Common Core State Standards and other researched based programs to meet the diverse needs of all AIG identified learners.

**Description:** The mandates of DPI in regards to reading and math are very supportive of our AIG delivery options. Because our county has many limitations and restrictions due to its economic status we have sort out to make the best of what is available to us. Transportation creates a major problem for many after school activities thus allowing for little enrichment. We have one AIG specialist and several teachers across our system who have AIG licensure. Because of teaching full time classes their time is limited. Some creative ways have been initiated depending upon students and the situation.

**Planned Sources of Evidence:**

- . AIG plan
- . Sign in sheets for events

**Other Comments:**

**Practice J**

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

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

**Rationale:** The Halifax County School System AIG Plan promotes being well-rounded and has established events and programs for all identified AIG students to participate. They are not hindered from playing sports of interests or participating in the band.

**Goals:** To develop a calendar of competitive events through out the school year with area school systems for all grade levels that will empower and prepare students to be life-long learners.

**Description:** 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.

**Planned Sources of Evidence:**

- .Calendar of events
- .Programs/Bullentins
- .Attendance Rosters of student participation in extra-curricular program, etc.
- .Variety of opportunities shared with students
- .AIG Plan

**Other Comments:**

## **Standard 5: Partnerships**

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

### **Practice A**

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

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

**Rationale:** The Halifax County School System AIG Program participates in all 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.

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

**Description:** The AIG Coordinator and AIG Specialist will create and distribute brochures, newsletters, calendar of events and AIG Plans to schools' media centers, principals' offices, public libraries, and copies of all printed media on the county website.

The AIG program currently partners with the local mall, restaurants, the local newspapers, and the public libraries. The AIG program continue to seek partnership with the community at large. The goal is to involve all partnerships in helping us to advertise our AIG programs and events for our identified AIG students.

### **Planned Sources of Evidence:**

- .Various modes of communication, websites, brochures, handbooks, etc.
- .Agendas, minutes, presentations at meetings , workshops
- .Parent family surveys

### **Other Comments:**

### **Practice B**

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

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

**Rationale:** The Halifax County School System AIG Program provides all stakeholders with opportunities to be informed of our plan and its implementation.

**Goals:** The AIG Coordinator will set up meetings of orientation of the plan to school board members, administrators, teachers and parents of the twelve focused practices across the six standards

developed by the state.

**Description:** Projected meetings dates in the Fall will be used for the orientation of the local plan for all administrators, staff, and stakeholders.

**Planned Sources of Evidence:**

- .Agendas
- .Attendance Rosters
- .AIG Plan on web

**Other Comments:**

**Practice C**

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

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

**Rationale:** HCSS coordinator of services is responsible with the leadership of the AIG advisory board to schedule regular meetings to assess implementation, progress or changes needed in the AIG program. Parents play active roles on the advisory board which is composed of community members representing the local college, library, businesses, political figures and citizens.

**Goals:** To engage all stakeholders in assisting with all segments of our AIG plan.

**Description:** The AIG Specialist will host biannual meetings with an Advisory board of community and county leaders to discuss their contributions and the implementation of different components of our plan. Quarterly parent nights will be held to share information on events scheduled and to receive parental input. Budget cuts have placed many of our extended enrichment activities on hold.

**Planned Sources of Evidence:**

- .AIG plan
- .Agendas
- .Sign in sheets

**Other Comments:**

**Practice D**

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

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

**Rationale:** Halifax County School's website shall provide an AIG link of all opportunities available to identified students and their parents. Electronic messaging, local newspapers, individual school

newsletters. All material will be provided in English and Spanish and other languages according to the student populations.

**Goals:** To use printed materials to keep all stakeholders, parents, and families and the community-at-large informed of our program for AIG students.

**Description:** All material will be printed to meet the diversity of students in their given language. Budget cuts have caused a delay in this operation. Means are being sought to rectify as much as possible. All of our planned activities are placed in a calendar format and put on our county website with a link to AIG activities. Our regional leaders are working on a list of per county activities to share with the state and local communities. The AIG Specialist shares information with parents on the different enrichment programs made available through outside resources such as Duke University and Ferum College. These programs involve money and our students are unable to participate.

**Planned Sources of Evidence:**

- .AIG plan
- .Agendas
- .Enrichment programs at Duke and Ferum College

**Other Comments:**

**Practice E**

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

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

**Rationale:** Based on Halifax County Schools' community involvement, the district recognizes that it is imperative to form partnerships with parents/families, institutions of higher education, local businesses, and industries. Stakeholders within the community play a vital role in establishing a relationship that shows a concerted effort to share ideas, activities, events, and knowledge.

**Goals:** To utilize the gifts and talents of parents, business leaders, community leaders to share and guide in the development of future leaders.

**Description:** Parents, stakeholders, families, friends, students, and staff are encouraged to attend and participate. The AIG program sponsors many educational activities including the Spelling Bee, The Battle of the Books, Cultural plays, Quiz Bowl, and pull-out sessions that focus on higher order thinking skills, and knowledge beyond the walls of the classroom. Students will be challenged to work in groups with their peers, to share and solve problems. Work in teams to analyze and synthesize. The various events and sessions increase partnership and relationship building. Students are given the opportunity to show case their gifts and talents through academic and the Arts. Parents have been asked and many volunteered to be group leaders, characters, and chaperones, for various activities and events.

**Planned Sources of Evidence:**

- .AIG Challenge
- .Cultural Arts
- .Programs of events
- .Flyers
- .Brochures
- .Participants
- .Attendance Rosters
- .Photos
- .Awards and recognition from outside agencies
- .Community Forum agendas and sign in rosters

**Other Comments:**

## **Standard 6: Program Accountability**

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

### **Practice A**

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

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

**Rationale:** Halifax County Schools' AIG Program has developed an academically, intellectually gifted(AIG)plan which has been placed on the district's web page. The AIG plan was reviewed and approved by the Board of Education. Halifax County School monitors the AIG program and the execution of the plan. The AIG Coordinator and the AIG Specialist ascertain the manner in which it is delivered.

AIG representatives serves as liaisons. Monthly meetings are conducted by the AIG team. The AIG representatives and the AIG team meet to discuss student involvement, student data, student issues and concerns, student social and emotional issues that creates interferences with his/her academic and intellectual ability. Counselors serve on the continuum of services for the gifted students.

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

**Description:** The HCSS plan reflects Article 9B and nationally-accepted best practices in gifted education. These standards help to ensure that the needs of AIG students are met and that the potential of AIG students are developed.

### **Planned Sources of Evidence:**

- .AIG Plan
- .Accountability and Monitoring Notebooks

### **Other Comments:**

### **Practice B**

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

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

**Rationale:** Halifax County Schools monitors the successful implementation of the local AIG Program and plan in conjunction with the Director of Exceptional Children. The AIG Coordinator and the AIG Specialist monitors and executes the six 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).

**Goals:** The AIG Coordinator and AIG Specialist will examine the yearly progress of program components.

**Description:** The AIG Specialist will provide parents, students, teachers and administrators with an annual evaluation instrument. This will help in the revision of a practice or practices that references either of the six standards.

**Planned Sources of Evidence:** AIG plan  
evaluation tools  
monitoring instruments  
EOC/EOG test data  
surveys to all stakeholders  
AIG headcount

**Other Comments:**

### **Practice C**

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

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

**Rationale:** The funds allotted are monitored by the Director of Finance to ensure fidelity for the local AIG program according to state policy. The Director of Exceptional Children and the AIG Coordinator monitors the use of funds. Funds are utilized in accordance with state legislation.

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

**Description:** The AIG state allotted funds will be used for:

- . professional development
- . workshops
- . conferences and conventions
- . Academic awards (trophies, medallions, certificates, ribbons)
- . instructional program materials for higher order thinking skills, analogies, and acceleration will be provided to offer challenges to the gifted learners.

**Planned Sources of Evidence:**

- .AIG Plan
- .Scheduled Events
- .Awards and ceremonies
- .Purchase Orders for Program Materials and curriculum products
- .Contracts for professional development
- .Annual budget statement

**Other Comments:**

### **Practice D**

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

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

**Rationale:** The Halifax County School System will strengthen its data support to monitor students in the AIG program with emphasis on measurement of academic progress (MAP), EOG (End of Grade) test data, End of Course (EOC) data, as well as Teacher made assessments.

Halifax County School System will analyze student performance data to assess student growth and development. The goal would be to determine the impact of instruction on performance and areas of strength and weaknesses over a five year span beginning in the fall of 2011. The plan will include drop out and head count data for each year which will be distributed at the end of the five year period.

**Goals:** To analyze headcount and dropout data.

**Description:** The AIG Specialist will gather this data from our NC Wise Coordinator and examine for school level or grade changes. This data will be compared to our last school year to see changes or drops and to formulate strategies to make changes. Looking at our headcount we have seen a drop and we are continuing to see drops at the elementary and high school levels. Parents are moving and placing their AIG identified students in preparatory schools and early college programs. This is out of our control because parents have rights to place their children where they feel that can receive the best education possible. Data is continuously used to monitor student growth and performance.

### **Planned Sources of Evidence:**

- .NC Wise Report
- .District Attendance Report
- .MAP test data
- .EOG Test data
- .EOC test data
- .MAP data
- .MSL data
- .Benchmark data

### **Other Comments:**

### **Practice E**

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

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

**Rationale:** Halifax County Schools recognizes the need to monitor the representation and retention of under-represented populations in the local AIG program. Halifax County Schools will refine and strengthen the monitoring process of students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Halifax County Schools will monitor the AIG student population for representation and retention annually.

**Goals:** To analyze retention and representation data received from NC Wise coordinator and Testing Coordinator.

**Description:** The AIG Specialist will work with the NC Wise Coordinator to examine data on possible AIG retentions and ethnic group representation of our total school population.

**Planned Sources of Evidence:**

- .AIG plan
- .Data sheets from NC Wise
- .NC Wise Coordinator
- .Testing Coordinator for the District

**Other Comments:**

**Practice F**

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

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

**Rationale:** Halifax County School System monitors the current data regarding the credentials of personnel serving AIG students. HCSS shall continue to be established and knowledgeable of research that contends with the needs of the gifted learners and to ensure that all programs and services are effective in meeting the academic, social, emotional, and intellectual needs. The AIG Coordinator contacts the human resource department to receive a print out of AIG certified staff. The credentials of the staff should be comparable to the state of North Carolina's policy.

The goal is to ensure the collaboration among the AIG programs and stakeholders as a key source in the success of program implementation.

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

**Description:** The human resource department maintains records and licensure on all personnel. The AIG Coordinator communicates with the Director and staff in the human resources department to ensure compliance that references the credentials of personnel teaching the AIG students.

**Planned Sources of Evidence:**

- .Licensure and Human Resource Department Records
- .Professional Development Records

**Other Comments:**

**Practice G**

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

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

**Rationale:** Halifax County Schools AIG Plan ensures moral support from all school counseling services to be available to meet the needs of AIG identified students. Halifax County Schools strive to include and accommodate stakeholders who serves as an integral part of system's makeup.

The AIG advisory committee consists of Parent, Counselor, Media Specialist, Director of Public Library Services, and a student. The advisory committee will include a member of the Board of Education and community members. The group meets with the AIG team to study the current plan and execution of the plan. The 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.

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

**Description:** The HCSS advisory committee will consist of community leaders, parents, teachers of the gifted and other professional staff members to review all aspects of the local AIG program. This team will make suggestions for revision and continue to advocate for the gifted students.

**Planned Sources of Evidence:**

- .AIG Plan
- .Meeting calendar
- .Minutes and Agendas of meetings
- .Surveys
- .Invitations to Serve

**Other Comments:**

**Practice H**

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

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

**Rationale:** Based on Halifax County Schools process of disseminating and providing instruments annually to retrieve feedback on program effectiveness. Regular feedback is elicited from students, parents, teachers, and stakeholders in reference to program success.

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

**Description:** The AIG Specialist will provide an instrument to allow students, parents, families, teachers, and all stakeholders an opportunity to evaluate the effectiveness of the AIG plan on a yearly basis. This information will allow for revisions of our plan. Based on surveys, 65% of families indicated that the AIG program need more educational field trips. 20% indicated there needs to be more on-line classes for AIG teachers. 15% indicated there needs to be more parental assistance from parents to help the AIG Specialist.

**Planned Sources of Evidence:**

.Evaluation instrument  
.AIG plan  
.Surveys

**Other Comments:**

**Practice I**

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

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

**Rationale:** Based on data from assessments and surveys, the AIG program continues to be evaluated and strengthened. Data continues to be valuable and provides guidance for strategic planning and program revisions and reviews.

**Goals:** To analyze and share data received from assessments of evaluation with teachers, parents/families, administrators, counselors, students, and stakeholders.

**Description:** The AIG Specialist will prepare different instruments to assess our AIG plan standards and practices. A pool of students at each school level and different grades will be used to gather this data. Parents at the different school levels and other stake holders will be asked to evaluate our plan. To effectively evaluate our AIG plan, surveys will be disseminated to stakeholders, data from EOG, EOC, MAP, P.E.T.S program, professional development will be compiled and results reviewed and shared.

**Planned Sources of Evidence:**

.Multiple forms of data

.EOG and EOC data  
.MAP data  
.MSL data

**Other Comments:**

**Practice J**

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

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

**Rationale:** The AIG department has collected data and shared at local meetings. Data from the evaluation of the local AIG Program will be collected and placed on the website for the AIG program.

**Goals:** To disperse data to the public of the local AIG program. Data will be made available to stakeholders and the community at large.

**Description:** The AIG Specialist will share by way of our county's website collected data of our local plan. This will provide all stakeholders the opportunity to see our strengths and weaknesses. We will have the chance to meet and share revisions of practices.

**Planned Sources of Evidence:** .

.AIG plan  
.Surveys  
.Meeting agendas  
.HCSS website

**Other Comments:**

**Practice K**

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

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

**Rationale:** The Halifax County School System ensures that all student's rights are upheld according to the law.

**Goals:** To ensure confidentiality and prohibit identity theft, All AIG records are color coded and maintained in a locked environment. Only AIG personnel are allowed to peruse information in the folders.

**Description:** All AIG folders are baby blue. They are filed by schools, grade levels and areas of placement. All are kept in a locked file cabinet and locked office. All testing instruments are stored under lock and key. Only test results are shared with schools and parents. AIG reps at each school only share through letters that are sealed of testing results. Only the teacher of the child/children

8/8/2013

tested is the information shared for teacher input. State testing code of ethics is followed for all testing of any sort. We believe all adhere to the guidelines. See attached handbook.

**Planned Sources of Evidence:**

- .Copies of Article 9B
- .Due process procedures
- .Student Folders
- .Office location

**Other Comments:**

8/8/2013

**Glossary (optional):**

HCSS-Halifax County School System  
SBE-State Board Of Education  
DPI-Department of Public Instruction  
AIG-Academically Intellectually Gifted  
HCSCM-Halifax County Schools Curriculum Maps  
CCSS-Common Core State Standards  
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  
CogAt---Cognitive Abilities Test  
ITBS---Iowa Test of Basic Skills  
PLC--Professional Learning Community  
MAP--Measures of Academic Progress  
MSL--Measures of Student Learning

**Appendix (optional):**

AIG Handbook-2013-2016[1].pub (*Appendix*)  
AIG STRENGTH AND WEAKNESS FORM.doc (*Appendix*)  
HCS Monitoring Notebook.docx (*Appendix*)  
aigtbrochure2013.pub (*Appendix*)