

Links to AIG Standards and HCPS AIG Forms
HCPS AIG Plan
2016-2019

Standard 1: Student Identification

[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.](#)

Standard 2: Differentiated Curriculum and Instruction

[The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate, intellectual, social, and emotional needs of gifted learners.](#)

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.](#)

Standard 4: Comprehensive Programming within 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.](#)

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.](#)

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.](#)



HCPS AIG Forms and Documents

- 1) [AIG Planning Calendar](#)
- 2) Screening and Referral Forms
 - a) [AIG Screening, Referral, and Identification Procedures](#)
 - b) [Initial Screening Instrument](#)
 - c) [Scoring the Initial Screening Instrument Guide](#)
 - d) [Parent Inventory](#)
 - e) [Student Self Description](#)
- 3) Permission to Test Forms
 - a) [Parent Letter](#)
 - b) [Prior Notice and Parent Consent](#)
 - c) [Due Process to Resolve Disagreements](#)
- 4) Identification and Service Forms for AIG Folder (Kept on file at Central Office)
 - a) [Individual Student Eligibility Record](#)
 - b) [DEP & Recommendation/Approval for AIG Placement](#)
 - c) [Letter to Parents Whose Students Qualify Based on EOG](#)
 - d) [Letter to Parents Whose Student **Does** Qualify Based on NNAT](#)
 - e) [Letter to Parents Whose Student **Does Not** Qualify Based on NNAT](#)
 - f) [Student AIG Folder Checklist](#)
 - g) [Student Conferencing](#)
 - h) [Service Delivery Options](#)
 - i) [Family Conference Notes: Change in Identification or Service](#)
- 5) Resources for Teachers and/or Parents
 - a) [Resources for Differentiation According to AIG ID](#)
 - b) [Definitions and Criteria for AIG Identifications](#)
 - c) [Helpful Hints to Understand AIG Identification](#)
 - d) Bookmark
 - e) [Co-teaching Effective Instructional Practices](#)
 - f) [Advanced Learners 101](#)
 - g) [AIG Grievance Form](#)
 - h) [AIG Waiver of Service](#)
- 6) HCPS Early Kindergarten Admission & Grade/Acceleration Process
 - a) [Acceleration Procedure Determination Form](#)
 - b) [IDEP Form](#)
- 7) [HCPS Academic Opportunities](#)
- 8) What to Expect Letters
 - a) To parents of students leaving 3rd grade at BPS
 - b) To parents of students leaving 6th grade at RES and AES
 - c) [To parents of students leaving 8th grade at HCMS](#)

Standard 1: Student Identification

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

1a: 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.

Hertford County Public Schools' (HCPS) AIG Department is composed of the AIG Coordinator and the AIG certified teachers and AIG Lead Teachers who participate in the district wide AIG PLC. The AIG Department articulates and disseminates the screening, referral, and identification process for all grade levels in a variety of formats. The HCPS website contains a tab for AIG under the heading of *Departments*. On the AIG webpage, the Frequently Asked Questions (FAQ) tab includes a Prezi detailing the procedure for identifying students as AIG. The Prezi is designed to be user-friendly and to clearly communicate an overview of the process to parents and stakeholders. In addition, the AIG Coordinator has created a Google slide presentation entitled, *Advanced Learners 101*, that further details the screening, referral, and identification process. The AIG Coordinator and/or AIG Lead Teachers will share this presentation with each school at the beginning of each school year. The *Advanced Learners 101* presentation is also available on the AIG website.

In addition to the online dissemination of information, a bookmark has been created to share with parents and stakeholders at AIG Parent Nights and at school functions such as PTO meetings, Kindergarten registration, and curriculum meetings. Information on the bookmarks gives parents a link to the AIG website, lists the AIG Lead Teachers per school, and provides a brief overview of the referral and identification process. The AIG Coordinator will collaborate with the English as a Second Language teacher to translate the bookmark into Spanish. Each year, the AIG PLC will update the bookmarks and ask the administrators to place some in the office area for parents to pick up. The AIG Coordinator will give each staff member one of the bookmarks at the conclusion of the *Advanced Learners 101* presentation.

A newly developed document, [AIG Screening, Referral, and Identification Procedures](#), will be placed on the AIG webpage, shared with teachers during professional development, and shared with parents on AIG Parent Nights. A scoring guide has also been created and will be shared with the AIG Lead Teachers during AIG PLC meetings. Two other new documents have been created as a part of the screening process: [Parent Inventory](#) and [Student Self Description](#). Both of these documents are pieces of the puzzle that helps assemble a comprehensive learner profile.

The AIG PLC will also create *AIG Child Find* posters for each school. The posters will give brief details of the referral process, the characteristics of a gifted learner, and the name of the AIG Lead Teacher in each school. The AIG PLC will continue to brainstorm new ways to disseminate the procedures for AIG identification and will monitor and analyze the procedures for continual improvement.

The AIG Coordinator will provide on-going professional development as needed to the AIG certified teachers who participate in the AIG PLC and to HCPS staff.

1b:States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both nontraditional and traditional measures that are based on current theory and research.

HCPS categorizes gifted learners in the following ways:

Intellectually Gifted (IG) - Students whose ability is significantly higher than his/her same age peers as denoted by a score of 90 percentile or higher on an aptitude test. These students have not yet demonstrated high academic performance. These students require activities to stimulate their ability as well as content support.

Academically Gifted (AG) - Students who perform or show the potential to perform at substantially high levels of accomplishment in reading **and** math when compared with others of their age, experience, or environment. AG students are identified by scoring 90 percentile or higher on both math **and** reading EOG/EOC. (In the past, AG students were identified using a portfolio that is no longer a part of the current identification criteria because the portfolio did not require a nationally normed test.)

Academically Gifted in Math (AM) - Students who demonstrate outstanding performance in mathematics over the course of the academic year. AM students are identified by scoring a 90 percentile or higher on the math EOG or Math 1 EOC. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, and/or clustering in regular education classrooms.

Academically Gifted in Reading (AR) - Students who demonstrate outstanding performance in reading over the course of the academic year. AR students are identified by scoring a 90 percentile or higher on the reading EOG or English 2 EOC. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, and/or clustering in regular education classrooms.

Academically and Intellectually Gifted (AI) - Students who demonstrate outstanding performance in ability and achievement. AI students are identified by scoring a 90 percentile or higher on the reading **AND** math EOG/EOC **AND** 90 percentile or higher on an ability test. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, and/or clustering in regular education classrooms.

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

The following criteria will be used for AIG identification. A student will need to meet **THREE of the following criteria to be identified and to receive services:**

1.) Nationally normed test: At least one of the three **MUST** be a test score from any of the following:

<p>a.) 90 percentile score or higher on a state or national achievement test (EOC, EOG, etc.) The percentile is not the same as the exam grade.</p> <p>b.) 90 percentile score or higher on a nationally norm-referenced aptitude test (NNAT2, CogAT, etc.)</p>
2.) 85 average or higher overall from the previous semester or a 3.0 or higher GPA.
3.) Initial Screening Instrument for Gifted Programming rating of 3 points or more. This form has to be completed by a classroom teacher.
4.) Portfolio submission of work which consistently demonstrates thinking and skills above grade level. It is the student's responsibility, along with guidance from his/her teachers and families, to select the work that goes in this portfolio. Three to five entries are recommended.

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

Grade Span	AR: Academically Gifted in Reading	AM: Academically Gifted in Math	AG: Academically Gifted (in Reading & Math)	IG: Intellectually Gifted	AI: Academically and Intellectually Gifted
K-2				90%ile or higher on ability test	
3-8	90%ile or higher on the Reading EOG	90%ile or higher on the Math EOG	90%ile or higher on the Reading AND Math EOG	90%ile or higher on ability test	90%ile or higher on ability AND Reading EOC AND Math EOC
9-12	90%ile or higher on English 2 EOC	90%ile or higher on Math 1 EOC	90%ile or higher on Reading EOG/English 2 AND Math EOG/ Math 1 EOC	90%ile or higher on ability test	90%ile or higher on ability AND Reading EOG/English 2 EOC AND Math EOG/Math 1 EOC

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

For criteria that includes the word “AND”, the criteria can occur over multiple years. For example, a student who scores 90% on the NNAT ability in the 2nd grade would be identified as IG. If the same student scored 90% on the 3rd grade Reading EOG, the identification would be changed to AR. If the same student scored 90% on 4th grade Math EOG, then the student's identification would be changed to AI. A family member will

be asked to sign the [Family Conference Notes: Change in Identification or Service](#) form each time the identification changes.

Aptitude: Students in grades K-12 can be referred and given an aptitude test. At least once a year, referred students will be given the Naglieri Nonverbal Ability Test, Second Edition (NNAT2). Guidance counselors and AIG Lead Teachers will be trained to give the NNAT2, and the test will have a proctor. The test administrator and the proctor will score the test and communicate the results to the AIG Coordinator who will enter the results into a yearly spreadsheet for each school. Parents will be notified of the results by mail, and the AIG Lead Teacher will share the results with teachers of referred students. The NNAT2 is based on a method that is supported by nearly a century of research. This research has demonstrated that a person's general ability can be measured validly and reliably without requiring the student to read, write, or speak. This approach not only provides a reliable and valid evaluation of a student's ability, but also the use of pictures make the test useful for culturally and linguistically diverse populations. Even though the bulk of students will be tested in January, the AIG Coordinator will coordinate the testing of other referred students as needed and when time allows.

Achievement: Students in grades 3-12 can be identified based on achievement. Each summer, the AIG Coordinator will collaborate with the district testing coordinator to acquire test results for all students in grades 3-8 who took the math and reading EOG, along with scores from grades 8-12 on Math 1 EOC and English 2 EOC. Students who score 90%ile or higher in one of these tests, while also meeting at least 2 other of the criteria, will be identified as a gifted student pending parent approval and finalization of paperwork. All signed forms for each of the students will be kept in a folder at the central office, and the student's information will be entered into Powerschool for the fall or spring headcount. Knowledge that a high score could qualify students for gifted services is a motivational tool for many students in the district.

As students' EOG/C scores are reviewed, the AIG Coordinator and AIG Lead Teachers from each school will determine if identification merits changing in order to provide a more accurate reflection of who the student is as a learner. For instance, a student might be identified as IG in first grade, but in third grade, scores above 90%ile in math. The student's identification could then be changed to AM to reflect that this student has met the gifted criteria in achievement. Parents and teachers will be notified of any change in identification.

Potential: Students in grades K-2 are identified as gifted by administering an ability test. However, the AIG PLC seeks to explore ways that students in the early grades can be identified based on achievement. For the 2016-2019 school years, the AIG Coordinator will work with K-2 teachers to identify a pool of students who have the potential to be identified by achievement. ESL and EC teachers will be consulted for conscientious inclusion of second language students and twice exceptional students. (Twice exceptional children are students who have been tested for exceptionality and have an IEP or a 504 plus AIG identification.) The AIG Coordinator will nurture small groups of students who meet the criteria below. Teachers and parents will be notified that these students have not been identified as gifted, but are included in the nurturing groups based on their potential to identified.

Grade:	Nurturing Pool Criteria:
K	<ul style="list-style-type: none">• Must score Level "D" or above at the beginning of the year according to mCLASS data
1	<ul style="list-style-type: none">• Must score Level "I" or above at the beginning of the year according to mCLASS data

	<ul style="list-style-type: none"> • Must score 4+ or 5 on benchmark assessments
2	<ul style="list-style-type: none"> • Must score Level “M” or above at the beginning of the year according to mCLASS data • Must score 4+ or 5 on benchmark assessments
3	<ul style="list-style-type: none"> • Must score Level “P” or above at the beginning of the year according to mCLASS data • Must score 4+ or 5 on benchmark assessments • Must pass Beginning of Grade (BOG) test

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

A school AIG Team will be assembled to meet with any identified student who falls below proficient on the EOG and falls below a B average for the semester or year. The school AIG Team should be composed of the AIG Lead Teacher and/or the AIG Coordinator, at least one regular education teacher, the student, and the parent if possible. The team should work together to review current data to establish strategies to improve achievement. While conferencing, the team needs to determine next steps for the student, and the student will need to set goals for improvement on the [Student Conferencing](#) document. If parents cannot attend the meeting, the [Student Conferencing](#) document will be sent home to be signed, returned, and placed in the AIG folder. Each year, the services will be reviewed and shared with parents and students.

1c: 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.

Parents, guardians, teachers, administrators, and community members can refer students to the AIG Coordinator or the AIG Lead Teachers in each building to begin the process of AIG identification. With such a diverse group of people who are able to refer, the pool of students referred tends to render a cross section of students from all walks of life. Once referred, the AIG Lead Teacher and the AIG Coordinator begin gathering data to see if the student meets the criteria for identification.

In an effort to create identification procedures that respond to the county’s demographics, the NNAT2 will be administered as an ability test. The following excerpt from the NNAT2 Directions for Administering Guide gives an explanation of why this test is a good fit for our demographics:

“ The NNAT2 was designed to provide a measure of general ability that can be given to a wide variety of students who would be disadvantaged if administered a traditional measure of intelligence that has verbal and quantitative questions. This is particularly important because of increasing rates of immigration and mobility in the US and the growing number of minority children, especially those of Hispanic origin (Ramirez & de la Cruz, 2002). These increasing rates have resulted in an increased need to provide measures that can accurately evaluate general ability for those from culturally and linguistically diverse backgrounds. Nonverbal tests of general ability are also useful for those who have limited expressive and receptive language skills, those who are deaf or hard of hearing, and those students from minority groups who are being evaluated for gifted programming (Bracken & Naglieri, 2003).”

Our county has had success using the NNAT in the past as a means to identify a culturally/ethnically diverse group of students. Using the NNAT2, we have been able to identify ELL students, twice-exceptional, economically disadvantaged, and highly gifted. One year, our county administered the CogAT to all third graders in the district. The CogAT did not yield the same results for us, and only two students were identified. Instead of conducting another broad sweep with the CogAT, we will continue to use the NNAT for students who are referred for testing. Collaboration with ELL and EC teachers coupled with professional development for regular education teachers aimed at understanding gifted characteristics and tackling misconceptions will ensure diversity in the screening, referral, and identification process.

To ensure that all students in the county have the opportunity to be screened for achievement, our county uses EOG/EOC scores as one of the criteria for identification. Since all students take these achievement tests across the 3-12 continuum, students are given the opportunity to be identified based on the scores yearly. The use of these scores has rendered a diverse group of identified students including ELL, twice-exceptional, highly gifted, and economically disadvantaged students.

Yearly, the AIG PLC will compare the demographics of referred students to the county demographics to determine if we are screening, referring, and identifying these populations. The District Testing and Accountability Director will be asked to assist in providing the data needed to make the comparison.

1d: Implements screening, referral, and identification processes consistently within the LEA.

Professional development is the key to implementing the screening, referral, and identification process consistently within the LEA. The AIG Coordinator will ensure that members of the AIG PLC are knowledgeable about the identification process and they have the necessary tools to share with their peers. Such tools include but are not limited to: [Helpful Hints to Understand AIG Identification](#), the [Advanced Learners 101](#) presentation, and Frequently Asked Questions which are located on the AIG webpage. A newly developed document, [AIG Screening, Referral, and Identification Procedures](#), will be placed on the AIG webpage, shared with teachers during professional development, and shared with parents on AIG Parent Nights. A scoring guide has also been created and will be shared with the AIG Lead Teachers during AIG PLC. The AIG Coordinator will work collaboratively with the AIG PLC members and school administrators to ensure that all staff members receive professional development about the identification process.

A new document has been created to assist the AIG Lead Teachers and the AIG Coordinator as they receive referrals. The [Service Delivery Options](#) form will serve as a guide to aligning criteria met to service options for the regular classroom, the AIG direct service, and acceleration. This addition of the form helps to further define the range of services for our LEA. To supplement the [Service Delivery Options](#) form, the AIG School Based team now has the [Acceleration Procedure Determination Form](#) to record notes and data that supports the decision for or against subject/grade acceleration. These forms were designed to maintain equity across the LEA in regards to service and acceleration. AIG Teachers will have professional development time during AIG PLC devoted to understanding and implementation of these documents. The documents were a collaborative effort with the school psychologist, AIG Lead Teachers, and the AIG Coordinator.

Documentation of referred students who are not identified will be stored in two ways. The AIG Coordinator will keep on file a folder of every referred/tested student who did not qualify. Contents of the folder will include testing materials, screeners/inventories, and any other documents used in the process. In the case that a student becomes identified at a later point, all of the documents will be moved to an AIG folder and

stored at the Central Office. Additionally, the AIG Coordinator will create a spreadsheet each year for each school containing information about each student referred. Our district has seen this collection of data to be useful when students who have been referred year after year finally meet the criteria for identification.

Documentation of identified students is compiled in several ways. Each identified student has an AIG folder containing all paperwork for identification. Additionally, the AIG Coordinator maintains a spreadsheet on all identified students and yearly updates EOG scores, AIG identifications, and other anecdotal notes in order to better gain a comprehensive profile on each student. Information gleaned from the high school AIG Lead Teachers as a result of progress monitoring with students may also be added to the comprehensive profile.

1e: Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

Each school will have an AIG Lead Teacher who will work collaboratively with the AIG Coordinator to maintain AIG records and to ensure communication with parents. The AIG Lead Teachers will be the main AIG contact in their buildings, and the AIG Coordinator will provide the needed support to enable these experts to be the AIG liaison with students, parents, and other teachers.

Time will be devoted during AIG PLC meetings to ensure that AIG certified teachers as well as the AIG Lead Teachers are given the professional development needed to efficiently and effectively communicate with staff, students, and guardians concerning the identification process and service options for AIG students.

To provide consistent paperwork across the LEA, all forms involved in the identification process will be easily accessed on the [Links to Standards and HCPS AIG Forms](#) document. Teachers, parents, and students can use this quick and easy resource to access the AIG Standards and the documents involved in AIG identification. This helpful document will be updated as needed and placed on the AIG webpage.

When students are identified, parents will receive signed copies of the paperwork to keep in their files. Identified students are added to the AIG Headcount and into Powerschool. The AIG Coordinator will create a roster for each school of the identified students and will share it with the appropriate school personnel. Each identified student will receive a [DEP & Recommendation/Approval for AIG Placement](#) form detailing service options to be provided based on identification. This form will be housed in the AIG folder and signed by parents whenever changes are needed in service or identification. Annually, during AIG Parent Nights, the identification process and service options are reviewed with parents and families. Additional times for parents to review the information may occur in conjunction with PTO meetings, curriculum nights, or End-of-Year Celebrations.

A school AIG Team will need to meet with any identified student who falls below proficient on the EOG and falls below a B average for the semester or year. The AIG Team should be composed of the AIG Lead Teacher and/or the AIG Coordinator, at least one regular education teacher, the student, and the parent if possible. The team should work together to review current data to establish strategies to improve achievement. While conferencing, the team needs to determine next steps for the student, and the student will need to set goals for improvement on the [Student Conferencing](#) document. If parents cannot attend the meeting, the [Student Conferencing](#) document will be sent home to be signed, returned, and placed in the AIG folder. Each year, the services will be reviewed and shared with parents and students.

Folders of students who withdraw or graduate from the district will be housed at the central office for up to three years. After three years, the information will be entered into a spreadsheet and the documents will be shredded.

Two new forms have been created for parents, and both will be located on the AIG webpage. The [AIG Grievance Form](#) and will be available for parents who disagree with AIG services or identification. The [AIG Waiver of Service](#) allows parents to waive AIG services if they feel that decision is in their child's best interest.

Ideas/ Strategies for Strengthening the Standard:

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

Use data from the action research derived from K-3 nurturing to derive plan to identify K-3 based on achievement criteria.

Research various screeners, tests and identification tools such as the Slocumb Payne rating scale and Project U-STARs.

Sources of Evidence:

Evidence for 1a:

Procedures will be made available in electronic, written, and verbal formats such as:

- Presentations to staff and parents at each school
- Electronic format via the AIG webpage on the HCPS website
- Creation of a bookmark for stakeholders that provides a quick reference for referrals, screening, and identification
- Outcomes and debriefing of professional development
- Collection of meeting times, agendas, and sign-in sheets
- Student referral documents/digital files
- Written and implemented Differentiated Education Plan (DEP)

Evidence 1b:

Students' AIG folders

Collection of data as stated in this document

Instruments/assessments

Forms

Parent communications

Teacher/staff observations

Evidence 1c:

Rosters, agendas, and attendance from meetings with stakeholders

AIG folders/digital files of identified and referred students who were not identified

Information of formally identified AIG students into Powerschool

Forms as outlined in the document (Digital access on AIG webpage)

Materials that outline procedures needed for screening, referral and identification on AIG webpage
The AIG Spring and Fall Headcount

Evidence for 1d:

AIG Folders for each identified student
Folders for each referred student
AIG PLC agenda
Sign In sheets and agendas from staff AIG professional development

Evidence for 1e:

AIG Lead Teacher notebooks
AIG webpage
Data to be maintained in the AIG folders/files including DEP's, possible student work, and yearly growth records
AIG Coordinator will spot check folders at end of year and monitoring notes over course of year

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.

2a: 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.

HCPS supports differentiation in three broad areas of multiple content, differentiation across the entire K-12 curriculum, and differentiation based on the identified ability of the students.

The LEA supports teachers in using the Standard Course of Study as an entry point for differentiation in multiple content areas. Instructional coaches are currently working on updating the curriculum pacing guides for the district to provide consistency in content being taught across the district. It is recommended that teachers give pre-tests on content as they move through the curriculum in order to provide students the opportunity to use content replacement as a means of acceleration. Students in all grade levels also have benchmark testing two to three times a year. Analysis of benchmark data is a valuable tool to assist the teacher in determining if content replacement is appropriate for the student. More professional development is needed across the LEA to help teachers make data driven decisions to differentiate based on pre-testing and analysis of benchmark data. The AIG Coordinator will collaborate with the Academic Services Team, instructional coaches, and school administrators to provide professional development in these areas. After each benchmark, the AIG Coordinator will set up district-wide voluntary meetings called Differentiated Dialogue after school for teachers to discuss data and content replacement. Differentiation Dialogue sessions will be informal as teachers share their data and work with peers to brainstorm strategies for differentiation. CEU credits will be given to teachers as an incentive to attend.

In the AIG Resource Class for identified students in K-6, students are provided differentiation in math and reading using Reading Eggs, Adaptive Intervention Solutions, and First in Math. These three resources are purchased using AIG funds. The AIG Coordinator will work with the regular education teachers to share information about these resources so that teachers can use a blended learning approach for differentiation. Students can access all of these resources at home. During AIG Parent Nights, parents will learn how to be an integral part of differentiating for their children as they use these resources at home. In addition to

extending the curriculum through the use of these resources, the AIG Resource Class also provides enrichment opportunities for the students.

HCPS supports differentiation across the entire K-12 curriculum, and the needs of the AIG population at each school will determine the strategies. Possible strategies might include but are not limited to:

ELEMENTARY-

- Flexible grouping where teachers regroup students and assign according to teachers' strengths
- Cross level/vertical grouping
- Cluster grouping within teams and classes so that AIG students have the opportunity to work together
- Data analysis to determine K-2 nurturing students
- AIG Resource Class
- Interest grouping
- Academic contests

MIDDLE SCHOOL-

- AIG students cluster grouped in classes
- In class flexible grouping
- Interest grouping via extra-curricular activities
- Resource support as determined by needs assessment
- Opportunities/pull out activities such as "Lunch Bunch"
- Independent study
- Course acceleration such as Algebra I/Math 1
- Academic contests
- School, district, and community resources including STEM and leadership activities such as 4-H
- Friday Features: Weekly online communication and enrichment activities hosted by the AIG Coordinator

HIGH SCHOOL-

- Block scheduling which allows students to take more courses
- Interest grouping via extra-curricular activities
- Resource support such as "Lunch and Learn or POWER Lunch"
- Independent study
- Course acceleration/ Credit by Demonstrated Mastery
- Advanced Placement Courses
- Dual enrollment
- Job shadowing
- Virtual learning experiences
- Choice of Traditional High School, Early College, or STEM School
- School, district, and community resources including but not limited to STEM and leadership activities such as 4-H
- Friday Features: Weekly online communication and enrichment activities hosted by the AIG Coordinator

HCPS supports differentiation based on the identified abilities of the students. Schools are encouraged to cluster identified students with the same AIG identification together when possible. The clustering allows teachers to differentiate for students who have similar strengths. Flexible groups are also encouraged so that teachers can group students with similar interests, mastery of skills, and deficits of skills.

AIG certification coursework will also be offered to staff since HCPS has a low number of certified AIG teachers. The teachers who opt to be a part of the AIG Certification Cohort will take online courses to receive certification, and part of this coursework focuses on differentiation.

2b: 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.

HCPS district has students who demonstrate consistent need for differentiation as determined by assessments. Knowing that the needs of the advanced learners are best met through research based strategies and other best practices, professional development will be offered to empower teachers to use strategies and best practices for gifted students. The AIG Coordinator will provide professional development on differentiation to the AIG teachers during the AIG PLC meeting. In turn, the AIG Teachers are encouraged to share what they have learned with the teachers in their building. This can be done one-to-one as AIG Teachers work with a peer on their hall, or it can be in a small group setting like a PLC. AIG Teachers are also encouraged to share best practices at staff meetings. The decision of how to share their knowledge and expertise is based on the collaborative effort of the AIG Teacher and the administrators.

Teachers should have access to a broad array of strategies such as the ones listed below. In order for teachers to learn about these strategies and to begin using them in the classroom, the AIG Coordinator will send out periodic emails called Tuesday Tips, highlighting these strategies in a succinct format that is informative and purposeful.

Elementary

Co-teaching
Curriculum Compacting
Tiered Assignments
Cooperative Learning
Marzano High Yield Instructional Strategies
Higher Order Questioning
Interest Groups
Thematic/Differentiated Units
Contests
Flexible Grouping
Duke Talent Identification Program (TIP)
Student Use of Technology
Continuous Assessments for Appropriate Growth
Student goal setting and reflections
21st Century Learner Skills
Involvement in academic competitions

Middle School

Differentiated Instructional Units
Computer Based Instruction
Enrichment Clusters
Tiered Assignments
Curriculum Compacting
Math, Science, Education Network (MSEN)
Beta Club
Science Fair
Higher Order Questioning
Academic Competitions
School Wide Contests and Competition
Cooperative Learning
Marzano High Yield Strategies
Interest groups
Flexible Grouping

Duke Talent Identification Program (TIP)
Student Use of Technology
Continuous Assessments for Appropriate Growth
21st Century Learner Skills
Advanced Course Offerings

High School

Differentiated Units/Courses
Contracts
Service Learning
Student Led Forums
Authentic Research and Products (addressing a problem of personal interest which impacts a real-world audience)
Graduation Projects
Honors Classes
Advance Placement Courses
Governor's School
Summer Ventures in Science and Mathematics
SAT workshops
ACT workshops
Beta Club
Math Fair
Science Fair
Mentorships
Tiered Assignments
Cooperative Learning
Socratic Method (Paideia)
Cornell Note Taking
Marzano High Yield Strategies
Higher Order Questioning
Student Led Conferences
Interest Groups
Contests
Flexible Grouping
Student Use of Technology
Continuous Assessments for Appropriate Growth
21st Century Learner Skills
NC Virtual Public School
Dual Enrollment

To promote a collaborative environment for differentiation to occur, three new approaches will be implemented during the 2016-2019 plan cycle. The AIG PLC members have created a document, [Resources for Differentiation According to AIG ID](#), that is a work in progress. As the AIG PLC members research strategies, resources, and best practices (some of which are listed above) for differentiation according to identification, the teachers will update the document. The document will be available for them to share with their colleagues in a way that they find to be meaningful and helpful. The AIG Coordinator will also share the document with the teachers of identified students.

The second approach is designed to equip and empower the AIG Teachers to share their knowledge with their peers through co-teaching. As the AIG teachers dialogue with their peers about diverse and effective instructional practices, the AIG Teacher will have the opportunity to schedule a Differentiation Day with a teacher who wants to use a strategy. AIG funds will pay the sub for each AIG Teacher to spend one Differentiation Day per year co-teaching with a peer who is implementing a strategy for differentiation. The AIG Teacher will document the experience in the [Co-teaching Effective Instructional Practices](#) spreadsheet.

The third approach is to provide opportunities for teachers to meet informally to add to their differentiation expertise through the use of Differentiation Dialogue sessions which will be offered monthly by the AIG Coordinator, and a different practice will be introduced each session. The sessions which follow benchmarking will be devoted to analyzing data and making instructional decisions based on that analysis. The AIG Coordinator may use the AIG Booster Shots as content or may invite experts to come in a share practices that address a range of learning needs at all grade levels.

Currently, the AIG Coordinator sends out weekly emails called Friday Features to students in grades 7-12, and some of these features gather information about student interests. This information is used by the AIG Coordinator to determine future activities and services. For instance, the idea for Coffee and Conversation was developed after reading that some students wished they had time to talk with other students who shared a love of literature. For the 2016-2019 plan, the AIG Coordinator will have K-6 students to complete interest surveys, and will allow students time to work on at least one topic of their choice during AIG Resource Class. In an attempt to gather even more information on student interests, a new form, [Student Self Description](#), will now be a part of the screening process. The student will supply information about his/her interests which will help the teachers see a part of them that may not be easily discernible at school.

2c: Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

HCPS provides district-wide supplemental resources that augment curriculum and instruction. Teachers across the LEA can use Classworks, NCWrite, and SchoolNet to differentiate instruction for gifted learners. All three programs are research-based and can be used to accelerate content or to identify and address content gaps.

The AIG webpage has a tab that links to additional resources the teacher can use such as the AIG Booster Shots and the AIG-IRP lessons that are aligned to NC Standards but written for advanced learners. Both the Booster Shots and the AIG-IRP lessons are shared each year with the AIG Teachers during AIG PLC meetings.

All AIG certified teachers are invited to attend the NCAGT Conference each year. When they return, they have the opportunity to share the resources they are most excited about during AIG PLC. The AIG PLC provides a forum which focuses on the needs of AIG students and how the teachers, individually and collectively, meet the students' needs. The AIG Coordinator taps into the knowledge from the AIG PLC discussions and uses their feedback to make choices on the selection supplemental resources, some of which has already been purchased by the district. Some of the AIG PLC members noted that several identified students have some skill gaps, and that the amount of material read over the summer decreases. Due to these conversations, the AIG Coordinator selected two research-based supplemental resources to augment curriculum and instruction. Adaptive Intervention Solutions (AIS) was piloted during the 2015-2016 school year for students in grades 3-6 as a resource to identify and address skill gaps. For the 2016-2017 school year, AIS will continue to be used as a resource, and Reading Eggs will be piloted for K-6. At the end of the year, the AIG PLC will provide feedback on the two resources, and a decision to continue or discontinue using the resources will be made collaboratively. The goal is for the AIG Teachers to participate in AIG PLC professional development with the expectation that they will influence and stimulate the conversations in their own buildings.

Our district currently has two instructional coaches who bring a wealth of knowledge to the district. The AIG Coordinator collaborates with the two coaches, as well as one of the ELL teachers, frequently to discuss instructional resources. In addition, one of the AIG Teachers is a Media Coordinator who has many connections in a broad variety of disciplines. She shares resources, websites, digital learning tools, and competitions with the AIG PLC, the other Media Coordinators, and her staff at the high school. The collective group, including the AIG PLC members, advocates for gifted learners in a way that is encouraging, passionate, and knowledgeable.

2d: Fosters the development of 21st century content and skills at an advanced level.

HCPS has purchased technology over the 2013-2016 plan cycle. In addition, funds from the AIG budget have been used to purchase iPads, Chromebooks, and desktop computers for AIG students. Even though the district is not one-to-one yet, a cohort of teachers, the Digital Learning Leaders (DLL), were organized to capitalize on the new technology in the district and to assist teachers in using the technology as they prepare students to be 21st century learners. Each school has at least two DLL's who have received professional development in the use digital tools, digital citizenship, and in the implementation of a Digital Learning Day each month. Since there are no full time Digital Facilitators in the district, the DLL's have become a vital link to permeating digital learning throughout the district.

Some of the DLL's are also members of the AIG PLC. The Media Coordinator, who is in the AIG PLC, has a 079 certification for Instructional Technology Facilitator. She shares many digital resources with the AIG PLC, which, in turn, get shared with other teachers in their building. The members of the AIG PLC have been very intentional on utilizing the digital tools that are shared in the AIG PLC, so many students and teachers have benefited. Some of the digital resources lend themselves well to differentiation, and the AIG Teachers and other teachers are using these digital tools to foster the development of 21st century skills at an advanced level. Members of the AIG PLC shared some of these resources in presentations at the NCAGT conference, and the AIG Coordinator share resources for differentiation at TechFest, NCAGT, NCTies, and NE Collaborative conferences.

The AIG Coordinator fosters the development of 21st century skills at an advanced level through the AIG Resource Class for grades K-6, the Friday Features for grades 7-12, and the Maker Faire and the AIG Summer Studies for grades K-12. While in the Resource Class, students use Google Docs collaboratively, and students are taught research skills. For the Friday Features, students are periodically introduced to various digital tools and resources that provide support for their academics. At the Maker Faire, K-12 gifted students have the opportunity to engage in hands-on technology. Students can select stations of their choice, and options include stations of Arduinos, Snap Circuits, Makey Makeys, WeDo robotics, wearable circuits, etc. High school students are the teachers, and they work collaboratively with their peers to teach the students who select their station. At the AIG Summer Studies, students can select sessions to attend ranging in topics from dissection to robotics. All of these opportunities enhance critical thinking, problem solving, communication, and collaboration while allowing students to have critical dialogue with like-minded peers.

For the 2015-2016 school year, AIG students and AIG teachers at Hertford County High School organized an End-of-Year AIG Celebration. The students planned the agenda which included original poms, instrumental and vocal selections, and a dramatic reading. Parents were invited, and the theme was *Celebrating the Gift of Giftedness*. The collaborative effort of the students was impressive, and the goal is to encourage AIG students at other schools to work together to plan similar events. Hopefully, these events can become an opportunity to meet with parents to gain signatures for the annual review.

2e: Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

As teachers become more comfortable in data driven instruction, progress monitoring through the use of benchmarks, common assessments and teacher-made assessments will allow the results of formative assessments to drive differentiation in the classroom. To allow teachers time to internalize their data and to make instructional decisions based on their data, at least two Differentiation Dialogue sessions will be devoted to using on-going assessments to differentiate in the classroom. Conversations about flexible grouping will be essential as teachers rearrange groups who share or lack the same skill set.

Instructional Coaches have begun working with teachers to use SchoolNet assessments. The next step will be to analyze these assessments and to seek out SchoolNet resources to assist the teacher to accelerate,

enrich, and extend for students who have already mastered the content. Instructional Coaches and Reading Coaches will be invited to the Differentiation Dialogue sessions to support teachers as they evaluate student data and respond appropriately to student needs.

AIG Teachers who attend the AIG PLC meetings will receive professional development in the use of formative and summative assessment to differentiate instruction. The AIG PLC teachers will be invited to attend the Differentiation Dialogue sessions and asked to host a table. The AIG Teachers will have talking points that they can use to stimulate discussions about the assessment and instruction of gifted learners. AIG Teachers will also be encouraged to utilize these talking points during data meetings in their buildings.

Informally, the Friday Features sent out to students in grades 7-12 occasionally request feedback concerning their perception of themselves as a learner and what they need to thrive as a learner. Some of the feedback prompted the AIG Coordinator to add two additional AIG Lead Teachers to one of the high schools. These AIG Lead Teachers will be able to use student conferences with gifted learners to gain feedback on the academic areas they feel need differentiation, rigor, and enrichment. This personalized attention provide the opportunity for the teacher and students to reflect on the ongoing assessments and to discuss changes, set goals, and determine next steps.

2f: Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

The affective domain of gifted learners is often over-looked, and problems in the affective domain are usually dealt with in a reactive as opposed to proactive approach. Additionally, gifted students are sometimes misunderstood due to their unique characteristics. Our goal is to bring awareness to district personnel that gifted students have unique characteristics as learners, and to purposefully act on the connections between the affective domain (student motivation, attitudes, perceptions, and values) and the cognitive processing (learning).

Professional development will be offered to the AIG PLC teachers in order to begin conversations about emotional literacy (which involves recognizing feeling and emotions) and emotional intelligence (which involves the management of emotions.) Article studies, GT Ignite course, and bibliotherapy are three possible approaches that will be explored. Counselors will be invited to these AIG PLC sessions to support teachers as they try to interact with gifted students in a way that addresses the social and emotional needs of the AIG learners. During the AIG PLC, teachers will hold article studies on texts such as: "A Case for Effective Education: Addressing the Social and Emotional Needs of Gifted Students in the Classroom" (Ferguson 2006). Using case studies as examples and a springboard for discussions, the AIG PLC will strategize ways of integrating affective components in their lessons. In order for teachers to share these studies with teachers in their buildings, a web based forum will be set up for discussion on how the contents of the article study impacts students, teachers and parents.

In addition to article studies, AIG funds will be used to purchased GT Ignite. Courses addressing the social and emotional needs of students will be shared with teachers across the district. CEU's will be given upon completion of the course work. AIG certified teachers who are a part of the AIG PLC have already reviewed GT Ignite, and they have begun brainstorming ways to utilize this resource in their building. Some will meet with teachers in small groups to view the course together and then discuss them as a group. The meetings will be voluntary, but there is a great deal of potential for thoughtful conversations to occur as these courses are explored.

For students in the AIG Resource Classes, the AIG Coordinator will teach lessons which incorporate children's literature that can be used to get students thinking about their own affective domain. The Friday Features that the AIG Coordinator sends out weekly will continue to periodically help students make connections between their affective domain and their cognitive processing. In some cases, it might be appropriate to provide the opportunity for gifted students to take an Emotional Intelligence Inventory (adapted from Sterrett 2000) and provide time for reflection and application of interpersonal effectiveness.

The realization that how one acts and feels affects how one learns may provide the forum for some students to understand themselves better. Students could then set a goal of improving their interpersonal effectiveness resulting in discussions from article studies and books. These goals could be addressed during student conferences as students identify their challenges, interests, and goals.

Opportunities like the Maker Faires, AIG Summer Studies, and Coffee and Conversation provide students with the opportunity to be with like-minded peers. The relaxed and nurturing atmosphere in all of these events provides a safe environment for students to communicate, explore their interests, and to have meaningful conversations with peers and adults.

2g: Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

HCPS identifies and serves AIG students from Kindergarten to graduation. Students in grades K-2 are primarily identified using an ability test and are identified as IG. K-2 students can also be identified as a result of testing done by the district psychologist. The AIG Coordinator and the psychologist work together to identify twice-exceptional students as well as students who are recommended for grade or subject acceleration.

The AIG PLC has discussed numerous times how to identify K-2 students based on achievement. Based on those discussions, the AIG Coordinator will conduct action research for the 2016-2019 plan cycle. In order to intentionally cultivate potential in young learners, the AIG Coordinator will work collaboratively with the AIG Teachers and regular education teachers to form a nurturing group based on the following criteria.

Grade:	Nurturing Pool Criteria:
K	<ul style="list-style-type: none">• Must score Level “D” or above at the beginning of the year according to mCLASS data
1	<ul style="list-style-type: none">• Must score Level “I” or above at the beginning of the year according to mCLASS data• Must score 4+ or 5 on benchmark assessments
2	<ul style="list-style-type: none">• Must score Level “M” or above at the beginning of the year according to mCLASS data• Must score 4+ or 5 on benchmark assessments
3	<ul style="list-style-type: none">• Must score Level “P” or above at the beginning of the year according to mCLASS data• Must score 4+ or 5 on benchmark assessments• Must pass Beginning of Grade (BOG) test

Students who meet this criteria will not be identified by this criteria during this plan cycle. However, the students in this nurturing pool could be identified based on ability. Parents and students will be informed that the students have the option to participate in the nurturing group, but that participation in the group does not mean they are identified. Participating students will be pulled periodically to work on reading, math, and creative problem solving with the AIG Lead Teacher or the AIG Coordinator. The groups will be flexible as students move into and out of the nurturing pool. Over the three year period, data will be collected to see how the criteria for the nurturing group aligns with students who get identified by ability and/or achievement in later years. If there is a strong correlation, then the AIG PLC will determine if the nurturing criteria could become criteria for identification based on achievement.

AIG teachers who participate in the AIG PLC will continue to receive professional development on the characteristics of gifted learners, the misconceptions that often accompany these unique learners, and the

varied identifications of gifted learners. As these AIG teachers share this information with their peers, regular education teachers will be more prepared to refer K-2 students to be tested for ability.

2h: Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

For the 2013-2016 AIG Plan cycle, most of the professional development has been provided to the AIG certified teachers who attend the district wide AIG PLC meetings. The AIG Coordinator has also provided professional development on differentiation to small groups when requested by the administrators.

The AIG PIC members will add resources and strategies to the [Resources for Differentiation According to AIG ID](#) document, and will use the document as a guide to differentiating in their own classroom as well as a tool to share with in their buildings to stimulate conversations about differentiating in a way that aligns instruction to the needs of the learner.

For the 2016-2019 AIG Plan cycle, professional development on differentiation will shift to focus on the regular education teachers through GT Ignite courses and the monthly Differentiation Dialogue sessions. These courses and sessions will provide the opportunity for teachers to collaborate and to focus on how to apply conversations to developing and implementing differentiated curriculum and instruction. AIG PLC teachers will be asked to spark conversation about differentiating according to AIG identification by using the [Resources for Differentiation According to AIG ID](#) document. Special Education teachers will be invited to assist in developing strategies for serving the twice-exceptional students. As professional staff members gather together to discuss differentiation, our district will be able to use the knowledge of professionals within our own staff to support teachers in differentiating for their students.

Practice 2i: Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

Each identified AIG student has a DEP signed by parents and teachers that is placed in the student's AIG file. When services change, the revised DEP will need to be signed to verify that parents and teachers have been made aware of the changes in service. Students who are grade or subject accelerated have an [IDEP Form](#) that is also signed by all parties involved. The form is kept in the AIG student's folder and evaluated each year to determine services that match the student's need.

AIG Parent Nights are held annually in the fall, and parents are provided information on services and academic opportunities. The AIG PLC update each year the [HCPS Academic Opportunities](#) handout and provides a hard copy to each family in addition to placing it on the AIG webpage. Our AIG teachers are also full time regular education teachers, so meeting with AIG parents as well as regular education parents during parent conferences is almost impossible. AIG Lead Teachers will seek out a variety of opportunities, such as Curriculum Nights, End-of-Year Celebrations, and AIG Parent Nights to meet with parents to review services. *What to Expect Letters* will be shared with parents and students at the end of each year involving a change in schools.

Even with all of these events, it is often difficult to find a time when all parents can meet to review DEP's. A member of the AIG PLC proposed an idea that will be piloted for the 2016-2017 school year at Hertford County High School. As the AIG Lead Teachers meet with students for conferences to discuss DEP's, students will be asked to bring one item to add to their AIG folder. This item should convey something that they are proud to have accomplished. It can be academic, like a poem, or interest based, like a picture of a piece of art they created. This personalized contribution will provide meaningful conversation about the strengths and interests of these students which will help the AIG teachers to better align services that match

the needs of the student and to have specific achievements to discuss as they conference with parents. Each summer, the AIG Coordinator will enter AIG data into Powerschool so that all teachers of gifted students will have easy access to identification and services.

Ideas/Strategies for Strengthening the Standards

Add an additional full time teacher to work with K-6. This teacher could co-teach to model best practices for gifted and could pull small groups for guided reading.

Release time to AIG Certified teachers to assist with nurturing.

Purchase Jr. Great Books and provide training for teachers to use this resource.

AIG PLC members from grades K-6 could create stations for teachers to use that promoting critical thinking and problem solving.

District-wide professional development on differentiation presented with time for teachers to apply the strategies to their teaching context.

Sources of Evidence

Evidence for 2a:

Student growth as exhibited by state exams, benchmark scores, and common assessments
Local curriculum, pacing guide, and lesson plans
Agendas and sign in sheets from professional development for teachers
Course offering, pull out, and enrichment schedules for students
Rosters of AIG certified and AIG Certification Cohort members
Online communications and web postings
Student participation sign in sheets

Evidence for 2b:

Sign in sheets and agendas from staff development on best practices such as listed above
AIG curriculum/academic opportunities
Student product and work samples
Student schedules
Information gained from student conferences
PLC notes
Staff development schedule
Sign-in sheets for any stakeholder attending a meeting, opportunity, or AIG event
Lesson plans
Unit plans/pacing guides
DEP, IDEP
Assessment data
Differentiation as a result of data analysis (lesson plans, evidence of compacting curriculum)
AIG student's growth on academic achievement tests
College credits
Notes from conversations in AIG PLC's about vertical alignment, collaboration, and opportunities
Co-teaching Documentation
Data Dialogue agenda and sign in sheets

Evidence for 2c:

Professional development sign in sheets, agendas, and resources
AIG opportunities supplement the traditional curriculum
AIG lead teachers professional development sign-in sheet, PD artifacts / resources, and notebook
PLC discussion notes on differentiation for acceleration
AIG Webpage which lists and also serves as a resource hub for stakeholders

Evidence for 2d:

Professional Development and AIG PLC meeting agendas and sign-in sheets
List of conversation starters for AIG PLC teachers to take to content PLCs
AIG curriculum student friendly and student led lessons
Lesson plans, especially those of the AIG PLC, showing strategies supporting 21st Century Outcomes
Programs from End-of-Year Celebrations
Presentations at conferences
Flyers promoting the Maker Faire
Save the Date Invitations to the AIG Summer Studies

Evidence for 2e:

Data from on-going assessments
Student products
Teacher reflections
Change in lesson plans and strategies based on assessment outcome
Student led events
Conferencing logs
Differentiated strategies
Tiered assignments
Examples of pre-assessments, formative assessments and post-assessments
Professional development sign in sheets and agendas
Teacher change in instructional practices
Creative direct instructional techniques to address achievement on low-scoring objectives
Positive change in test scores
Evidence of differentiated strategies in lesson plans and learning activities

Evidence for 2f:

Lessons addressing social/emotional intelligence and emotional literacy
Case studies for teachers to practice thinking about social and emotional needs of AIG students
Counseling strategies
PLC notes and agendas
Student conferencing notes
Emotional Intelligence Inventory and follow-up questions for reflection
Conferencing between teachers and professional learning communities
Resources for article studies
Web based forum
GT Ignite dashboard of course
Agendas from Maker Fairs, AIG Summer Studies, and Coffee and Conversation

Evidence for 2g:

List of students in the nurturing pool
Data from mCLASS, benchmarks, and BOG
Schedule of classes for nurturing groups

Evidence for 2h:

Data used for discussion of differentiation
Differentiation Dialogue agendas and sign in sheets
Lesson plans showing differentiation

Activities which have been properly adjusted to accommodate AIG needs

Evidence for 2i:

Student conference rosters and sign in sheets

DEP review and recommendation notes

Student AIG folders

Invitations to parents

What to Expect letters

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.

3a: Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

Hertford County Schools currently employs an AIG district licensed support person to develop, guide, and monitor all aspects of AIG Programming as outlined in this AIG Plan. In an event the current AIG Coordinator leaves the district, HCPS will continue to support AIG specialists and learners by appointing a district support AIG licensed coordinator of gifted education through the Academic Services Team (AST).

Currently the AIG Coordinator is the only full time AIG employee in the district and provides leadership at all levels for the needs of AIG learners. The AIG Coordinator relies heavily on the AIG certified teachers in the district. All certified AIG teachers are invited to participate in the AIG PLC meetings throughout the year. The AIG Coordinator plans the agenda for these meetings, provides the professional development, and empowers the AIG certified teachers to be the AIG specialists in their schools. The AIG PLC meetings are designed to develop capacity for systematic programming across the district and to establish the AIG certified teachers as the leaders of gifted education in their buildings. The AIG Coordinator along with the AIG certified teachers compose the AIG Department for HCPS.

In addition, the AIG Coordinator works with the AIG Lead Teachers. At least one AIG certified teacher has been selected to be the AIG Lead Teacher for the school. The AIG Coordinator is responsible for establishing the roles and responsibilities of these teachers as well.

As a member of the Academic Services Team, the AIG Coordinator collaborates with district leadership to meet the needs of gifted learners. The AIG Coordinator attends principal meetings, and has the opportunity to share AIG updates with the principals on a monthly basis. The AIG Coordinator also attends AIG regional and state meetings, as well as the North Carolina Association for Gifted and Talented (NCAGT) conferences, in order to stay up-to-date on the policies pertaining to gifted programming.

3b: Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

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

AIG Coordinator:

- Only full time AIG personnel in the district
- Creates and oversees activities on the [AIG Planning Calendar](#) of AIG events
- Monitors, implements, and revises final drafts of AIG plan
- Oversees all aspects of the referral, screening, and identification of AIG students
- Service
 - Provides direct service to K-6 bi-monthly
 - Sends weekly Friday Features to AIG students in grades 7-12
 - Oversees online/advanced coursework for 8th graders
- Oversees Maker Faire: Sends out invites, purchases equipment, recruits teachers
- AIG Honors Scholar cords: Creates the criteria, designs lessons, maintains spreadsheet of criteria met, shares criteria with parents, staff, and students
- AIG Summer Studies: Organizes staff, recruits students, communicates with parents, organizes logistics, helps teach lessons, purchases materials
- AIG Parent Nights: Creates the agenda, invites community stakeholders, copies materials
- Field Trips for K-12 AIG students: Works with PLC to decide on field trips, organizes the logistics, manages the finances of trips in collaboration with finance department, creates parent letters, completes trip forms, and secures buses and drivers
- AIG Cohort: Recruits teachers, manages reimbursements of tuition and books, liaison between UNC-P and HCPS cohort teachers
- NCAGT Teacher of the Year: Oversees nomination process, assists nominee in application process
- AIG PLC: Organizes the professional development, documents hours for CEU credits, notifies PLC members and administrators of meeting dates and times, secures meeting location, organizes supplies
- AIG District Council: Recruits members, secures meeting location, organizes supplies, notifies members of meetings, presides over meetings
- AIG Lead Teachers: Recruits at least one lead per school if possible, communicates and sets up meetings, supports the leads as leaders in their buildings
- Provides professional development for the AIG PLC, school level PLC's, staff meetings, etc
- Sends out weekly Tuesday Tips that share strategies for advanced learners, competitions, digital learning tools, etc.
- Monitors use of GT Ignite, Plato Academy, Adaptive Intervention Solutions, Reading Eggs, First in Math, and any other program or resource involving gifted students
- Creates and maintains AIG webpage
- NCAGT Conference: Oversees all travel details, registration, reimbursements, and provides support to teachers to present sessions
- ECU Gifted Conference: Oversees all travel details, registration, reimbursements
- Credit by Demonstrated Mastery: Works with counselors, parents, staff and students to organize and share information
- Governor's School: Works with counselors to identify candidates. Assist counselors through the process, review and submit final packets, secure funding
- Supports academic opportunities in schools
- Attends principals meetings
- Creates a yearly budget for AIG and oversee use of funds for gifted programming
- Fulfills jobs as assigned by supervisor

AIG Lead Teachers:

- All AIG Lead Teachers fulfil their roles as AIG Leads in addition to all of their roles as a regular education teacher. The work they do is above and beyond the call of duty, and they are faithful and sincere advocates for gifted students. Some leads are regular education teachers, and one is a Media Coordinator. They all are very active in their schools and well respected. They serve on many committees, coach teams, and are essential to their schools and to the AIG program of HCPS.
- Leads are paid a stipend as a thank you for the myriad of duties they perform for AIG
- Liaison for the services and personnel in their building
- All AIG Leads have AIG certification
- Each school should have at least one AIG Lead teacher
- Primary AIG expert/contact in the building
- Primary contact for AIG turnaround training in schools
- Support and communicate with other AIG certified teachers in buildings
- Assist with organizing field trips
- Handles paperwork for newly identified students and students referred for testing
- Assists with ability testing
- Contacts parents to meet to sign paperwork
- Attends AIG PLC meetings, NCACT, AIG Parent Nights, and End-of-Year Celebrations
- May conference with students
- Organizes AIG meetings with students
- Collects all permission slips for field trips
- Communicates with school nurses and cafeteria managers for trips
- Collaborates with peers who teach gifted students
- Acts as a liaison between the administrator and AIG Coordinator
- Monitors and assists in implementation the AIG Plan
- Reviews AIG Friday Features
- Assists in seniors earning AIG Scholar Cords
- Meets with AIG students during POWER and Lunch and Learn times
- Assists the AIG Coordinator in a wide variety of activities with gifted students

AIG PLC:

- Any teacher with AIG certification is invited to attend the AIG PLC meetings. Currently, there are 16 employees in the district with AIG certification.
- The PLC is the working body of the AIG Department of HCPS
- Some members are teachers, Media Coordinators, Assistant Principals
- Meet at least two full days a year and after school periodically
- Receive intense professional development concerning the academic, intellectual, social, and emotional needs of learners
- Research gifted practices
- Create resources for gifted programming
- Asked to provide turnaround training in their schools
- Implore peers to consider needs of gifted and are the catalyst for discussions about gifted learners
- Brainstorm ideas for the AIG Plan and take ownership of the standards in order to Implement the AIG plan to the best of their ability in addition to their other responsibilities as a classroom teacher
- Attend AIG events like AIG Parent Night
- Work and plan lessons for the AIG Summer Sessions
- Invited to attend the conferences like TechFest and NCACT, and some are session presenters

- Conference with students
- Attend AIG field trips
- Contact parents of AIG students as needed
- Some conduct student conferences
- Look for ways to improve our services for gifted
- Problem solve areas of need
- Creative thinkers who are knowledgeable and passionate about gifted education

3c: Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

For maximum service and growth, all personnel involved with AIG students will need knowledge of the academic, intellectual, social, and emotional needs of these students. For the 2013-2016 AIG Plan cycle, AIG PLC members received intensive professional development on the characteristics of gifted learners, the importance and implications of Article 9b, the myriad of expectations as outlined in the AIG standards and practices, and have been empowered to be the AIG heart and voice in their buildings. They have been challenged to share what they have learned with their peers and to speak up in AIG PLC's as advocates for advanced learners.

The AIG Coordinator has provided additional professional development to staff as requested by school administrators. Some professional development has been to the entire staff, to PLC's or small groups after school. The AIG Coordinator also sends out Tuesday Tips as a way to communicate with all HCPS employees. Tuesday Tips are sent by email and vary in content. Some include strategies to work with advanced learners, digital tools, information about academic contests, resources, and best practice for gifted learners.

For the 2016-2019 AIG Plan, the AIG Coordinator will continue to empower the AIG PLC members to be the AIG leaders in their buildings by providing professional development specifically aimed at differentiation and the social and emotional needs of gifted learners. During AIG PLC meetings, the members will generate Talking Points to use as a new approach to reaching a broader audience during monthly Differentiation Dialogue sessions. These sessions will be aimed at making data driven decisions about differentiation with regards to best practices for gifted learners. The sessions will be voluntary, after school, and teachers will receive CEU's for attending. Counselors and other specialists, including AIG PLC members, will be invited to host table talk for small groups. The goal is to help teachers analyze their data, and then to help them with practical, doable, and intentional differentiation.

In addition, AIG funds will be used to purchase GT Ignite for the district. The AIG PLC has previewed the online professional development site that offers online training in gifted education, and has begun brainstorming ways to share this resource with their peers. During AIG PLC meetings, members will watch a session, and then outline talking points. When they return to their building, they will have the opportunity to share that session, or any other GT Ignite session with the teachers in their building. The AIG Coordinator will assign CEU's for employees in the district upon the completion of coursework through GT Ignite.

3d: Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

Currently, our district has 15 AIG certified teachers. Out of those 15, one is the AIG Coordinator, one is a Media Coordinator, and two are Assistant Principals. Our focus must be on providing professional development for teachers of AIG students and growing our own AIG certified teachers through the AIG Certification Cohort. AIG funds are used to reimburse teacher in the AIG Cohort for books and tuition for the four online classes at UNC-P. Teachers who complete the AIG Cohort are recognized at school board meetings and are invited to join the AIG PLC as soon as they begin working toward certification.

Our district is fortunate to have principals who support gifted education, and the principals in K-6 schools cluster AIG students together when possible. Several schools only have one AIG certified teacher, so it is impossible to always place AIG students with AIG certified teachers. However, the principals make every attempt to place students in an environment where they will grow and flourish. The AIG Coordinator shares rosters and AIG identifications with the principals in order to provide them with the data they need to make informed scheduling decisions.

3e: Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

HCPS has three district focuses, and all three of these are interwoven into the professional development opportunities to teachers. One focus is to *Improve Literacy*, and in support of that focus, the AIG Coordinator works closely with the Media Coordinators to offer Battle of the Books competitions in the district. AIG funds are used to send Media Coordinators to NCSLMA for Battle of the Books and literacy professional development so that the Media Coordinators are prepared to coach students in the competition. AIG funds are also used to purchase Battle Quest, a program that generates questions for teams to practice for Battle of the Books. This resource was discovered by the Media Coordinators when they attended professional development at the NCSLMA conference.

A second focus of the LEA is *Student Use of Technology for Learning*. Each year, funds from the AIG budget have been used to purchase laptops, desktops, or iPads for gifted students. Each year, AIG funds will continue to be used to place technology in the hands of AIG students. Support to use technology is embedded through the professional development offered to AIG PLC members. The annual Maker Faires and AIG Summer Studies also support the focus of *Student Use of Technology for Learning*. The AIG budget is used to purchase materials such as WeDo Robotics, Legos, Makey Makeys, and arduinos for the Maker Faire. Students are the experts in using this technology, and the teachers have become the students. The AIG Coordinator is also a Digital Learning Facilitator for the district and has taught several sessions of professional development to the Digital Learning Leaders in the county.

The third focus of the LEA is *Effective Delivery of Instruction*. AIG teachers receive professional development during AIG PLCs, and AIG certified teachers provide turn around training about what they have learned with their peers during staff meetings or school PLC meetings. One new tool the AIG PLC members have developed is the [Resources for Differentiation According to AIG ID](#) document. The goal in using this document is to align best practices, resources, and strategies to the areas of AIG identification. The AIG PLC members realize the need to provide intentional and systematic professional development to all teachers of gifted students.

In addition to the professional development that the AIG PLC members receive in house, they are all given the opportunity to attend NCAAGT and are strongly encouraged to share the great things they are doing with gifted to students with other AIG teachers across the state. As the budget allows, AIG PLC members are provided other opportunities for professional development outside of the district such as: NCTies, TechFest,

Duke Summer Institute, and the ECU Conference. These opportunities for professional development have made a huge impact on our district as teachers return inspired, motivated, and determined to advocate for gifted learners.

3f: Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

The AIG certified teachers who participate in the AIG PLC meetings have become a dynamic force in addressing and meeting the needs of gifted learners in the district. Two full days and several after school meetings of professional development are set aside for these teachers. During this time, they plan for field trips, they decide how to share information with their peers to ensure the AIG perspective is being heard and considered, and they constantly seek ways to improve gifted education. They spend some time implementing what they have learned so that they can model best practices in their building. They refine their teaching and strive to make an impact on the students they teach and the teachers they work with. They listen to and learn from each other. The full day AIG PLC meetings allows time for AIG teachers from across the district and from across all grade levels to come together in a unified approach to meeting the needs of gifted learners. They work for the good of all gifted learners, even if the students aren't in their room or building. They work as a cohesive unit to comprehensively advocate for gifted learners across the K-12 continuum.

Ideas/Strategies for Strengthening the Standards

The AIG Coordinator could implement a system of digital badges to assign to teachers who have completed staff development, completed GT Ignite courses, or implemented Tuesday Tips.

Sources of Evidence

Evidence for 3a:

AIG Website listing AIG teachers per school
AIG Updates to Principals
AST Meeting Minutes
AIG PLC Agendas

Evidence for 3b:

List of AIG Cohort Teachers and information on any financial support provided to them
List of local, state, and regional conferences attended by AIG teachers
List of AIG Lead Teachers and their roles and responsibilities
Documentation of professional development and participation
Rosters and notes from AIG groups such as a) AIG Certification Cohort, b) AIG Teachers, c) AIG Lead Teachers, d) AIG Coordinator, e) AIG District Council and meetings involving stakeholders

Evidence 3c:

Professional development calendar for any AIG-related PD
Resources and notes from GT Ignite sessions or Differentiation Dialogue sessions
Tuesday Tips and other communications – paper and electronic
AIG Webpage

Communications, invitations, rosters, meeting notes which serve as evidence for comprehensive support for staff growth in serving the needs of AIG students

Evidence for 3d:

List of AIG Certification Cohort members and communication about their coursework and district support
AIG Rosters of students with AIG identification

Evidence 3e:

New technology, sign in sheets, and 21st Century teaching and learning in the classrooms
List of professional development, sign in sheets, and agendas
Guide for PLC conversations
Conference registrations and memos

Evidence for 3f:

Sign-in logs and agendas of staff development provided
Handouts of staff development provided or attended
AIG PLC agendas and sign in sheets

Standard 4: Comprehensive Programming within 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.

4a: Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

Over the past three years, several programs and services have been created and implemented with the intention of providing various settings where the academic, intellectual, and social/emotional needs of the AIG students in grades K-12 can be met. Each year, the AIG PLC plans at least one field trip for all AIG students in the county. The trips are organized by grades, and they provide an opportunity for the schools to interact. The focus of K-3 trips has been to expose students to experiences that support Common Core Standards for grades K-3. The focus of trips for AIG students in grades 4-6 has been to provide trips that support competitions offered to those grades. AIG students in grades 7-8 have been offered trips that support college readiness. Trips planned for grades 9-12 have been to offer cultural experiences that might not be found within Hertford County. Each of these trips have been subsidized with AIG funds, and students from different schools have enjoyed the opportunity to get to know each other. In addition to the academic benefits of field trips, students' social and emotional needs are addressed in these trips as the students learn how to interact with their peers and form more personal relationships with the AIG teachers from their schools.

Maker Faires have also been designed to meet the needs of AIG students in the district. AIG students in K-12 are invited to attend the annual Maker Faires. Students from Hertford County Early College High School, as well as other adults, lead the Maker Stations. As students from across the district engage in the activities, they get to select what they want to make. This addresses their academic needs, but the

experience is also good for the students' social well being. The students who are presenting take pride in their task of teaching others, and the learners have the opportunity to socialize with their peers while experiencing the way it feels to make choices about learning. Supplies for this event are purchased with funds from the AIG budget, but schools and individuals also provide materials.

In the summer, AIG students from grades K-12 are invited to attend the AIG Summer Studies. AIG students and their siblings from grades K-6 attend for 4 days from 9 to noon, and AIG students from grades 7-12 meet the following week for four days. Funds from the AIG budget are used to purchase materials and to pay the AIG teachers, but there is no cost to the individual families. Parents do have to provide transportation for their children. We collaborate with the Nutrition Director to provide breakfast for all of the students free of charge. The studies focus on academic topics that might not be covered in class, and students enjoy the opportunity to interact with their AIG peers from across the district.

These three events have made a significant impact in helping the AIG students become a more cohesive group. The feedback from parents has been overwhelmingly positive, and the AIG teachers involved have used these three events to become advocates for AIG students in their buildings. As the implementation of these three programs continues, a new service will begin in the summer of 2016. AIG students from grades 7-12 will be invited to attend weekly *Coffee and Conversations* with the AIG Coordinator and AIG teachers. *Coffee and Conversations* is designed to give students the opportunity to discuss literature in a setting that is casual and relaxed, thus addressing the academic and the social needs of the learners. This service will combat the learning deficits that can happen during the summer months. Students will be invited to attend by email, and the dates, times, and location of the meetings will also be posted on the AIG webpage.

Currently, the AIG Coordinator is the only full-time AIG position in the county. Certified AIG teachers meet and work collaboratively with the AIG Coordinator during AIG PLC meetings to plan all of the services offered to AIG students. In addition to all of their duties and responsibilities as regular education teachers, the AIG certified teachers take on many additional responsibilities as they help plan and implement programs like the Maker Faires, AIG Summer Studies, and the AIG trips. In order for identified students to receive direct services across the K-12 continuum, students in grades K-6 meet twice a month with the AIG Coordinator. In some schools, the AIG Lead Teacher helps with the Resource Class if release time can be arranged, or if a substitute can be compensated from AIG funds. The Resource Class is designed to extend the learning that takes place in the regular classroom, by developing 21st century skills for critical thinking and problem solving. Information about the students' AIG identification is shared with the principals and counselors, and the AIG Coordinator recommends cluster grouping based on AIG identification.

Identified students in grades 7-12 meet periodically with the AIG Coordinator or AIG Lead teachers. During these meetings, students are provided information about academic opportunities, field trips, and digital resources. The AIG Coordinator emails students in grades 7-12 weekly in the format of *Friday Features*. The weekly correspondence features a wide variety of content ranging from helpful websites, potential competitions, social/emotional prompts, and digital tools. The goals of the Friday Features are to provide a safe venue for students to share their thoughts and ideas, to provide academic resources, and to offer a path where the AIG Coordinator can build a relationship with the AIG students in the county. Knowledge of the audience is key to providing meaningful service. Friday Features are designed to provide two-way communication, and students give insight into how their talents and interests can be developed.

AIG Lead Teachers also make time in their schedules to meet with students. Hertford County High School meets with AIG students during their POWER (Plan, Organize, Work, Eat, Reflect) schedule, and C. S. Brown Stem Program High School meets during their SMART Lunch times. During these meetings, students

work on planning their own events like Earth Day Celebrations and End-of-Year AIG Celebrations, and students have the opportunity to develop their own interests and talents. The lead teachers support students by assisting them in the earning of AIG Scholars Cords, by monitoring their academic progress, by providing help with applications to Governor's School and NCSSM, selecting courses, and completing college applications. This individualized focus should assist in reducing the number of AIG students who drop out of school while increasing the academic performance of students while in high school.

For many years, identified students in 8th grade were automatically placed in Math 1. This practice has been re-examined, and the current recommendation is that AIG students who are strong in math will have the opportunity to take Math 1. This change reflects the best practice of aligning the student's identification to the service. Students who are identified as AR (Academically Gifted in Reading), and/or IG (Intellectually Gifted), should not be required to take Math 1. Collaboration among the administrator, regular education teachers, AIG teachers, the AIG Coordinator, the students, and their families is needed to determine if the students are developmentally and academically ready for Math 1 in the 8th grade.

For the 2015-2016 school year, 8th grade AIG students who excelled academically were given the opportunity to take English 1 online while simultaneously taking 8th grade reading. This opportunity is being reviewed and refined for upcoming years. The AIG PLC views the online English 1 course as a possible option for the highly gifted AR student who is also highly-motivated and self-directed. Duke TIP offers accelerated English courses, and the AIG Coordinator and the AIG certified teachers will work with the 8th grade staff and students to determine if the Duke TIP or another online course will provide the best setting for academic support. The county participates in the Duke Talent search and notifies students who are eligible, so the integration of Duke TIP courses for enrichment and acceleration will provide an additional layer of service from Duke TIP.

4b: Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

The AIG PLC has worked over the past three years to help staff, families, and students understand the identification process as well as the four areas of giftedness: AG (Academically Gifted in Both Reading and Mathematics), AR (Academically Gifted in Reading), AM (Academically Gifted in Mathematics), and IG (Intellectually Gifted). Of those four, the PLC recognized that many teachers are unfamiliar with the IG identification and unsure of appropriate strategies to support these learners. The AIG PLC has begun creating a document that clearly aligns the LEA resources and strategies to each of the areas of identification. The [Resources for Differentiation According to AIG Identification](#) document is a work-in-progress and will be updated periodically. The AIG PLC realizes the need to add more strategies for the gifted, and is committed to researching best teaching practices that align with the areas of identification. The AIG budget will continue to provide resources to the AIG teachers so that they can grow professionally as the leaders in gifted education in the district.

When students are first identified, a Differentiated Education Plan (DEP) is completed and placed in the student's AIG folder. The [DEP & Recommendation/Approval for AIG Placement](#) is designed to allow flexibility in meeting the academic needs of the student. The available resources, student needs, and AIG program and services all have to align, and the AIG PLC works each year to maximize the services provided based on the personnel and financial resources in the LEA.

Several district resources are in place to help teachers differentiate for gifted students including Classworks, MClass, Schoolnet, and NCWrite. The LEA has also provided professional development for the district in

brain-based strategies, personal learning styles, and the use of lexiles. Components of these resources and professional development opportunities are designed to support teachers of gifted learners.

4c: Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

HCPS has three district focuses, and all three of these are interwoven into the direct services of gifted students. One focus is to *Improve Literacy*, and in support of that focus, the AIG Coordinator works closely with the Media Coordinators to offer Battle of the Books competitions in the district. AIG funds are used to purchase sets of books for this competition and to send Media Coordinators to NCSLMA for Battle of the Books and literacy professional development. *Coffee and Conversations* is another service that aligns to this LEA focus.

A second focus of the LEA is *Student Use of Technology for Learning*. AIG services are aligned to this focus as K-12 AIG students are exposed to and taught various digital tools and resources. Each year, funds from the AIG budget have been used to purchase laptops, desktops, or iPads for gifted students. One cart of laptops was purchased for a self-contained AIG Lead Teacher who had all of the AIG students for the grade on her team. Another laptop cart was purchased for an AIG Lead Teacher at a K-6 school. A cart of iPad Minis will be used at a high school for Maker Spaces and for Honors English classes. Desktop computers have been purchased for AIG rooms in two elementary schools. Each year, AIG funds will continue to be used to place technology in the hands of AIG students. The annual Maker Faires and AIG Summer Studies also support the focus of *Student Use of Technology for Learning*. The AIG budget is used to purchase materials such as WeDo Robotics, Legos, Makey Makeys, and arduinos for the Maker Faire. These items can be used year after year, while consumables like construction paper are also purchased.

The third focus of the LEA is *Effective Delivery of Instruction*. AIG teachers receive professional development during AIG PLCs, and AIG certified teachers provide turn around training about what they have learned with their peers during staff meetings or school PLC meetings. This last focus is where our district needs the most work in terms of delivery of instruction to teachers of gifted students. The AIG PLC members realize the need to provide intentional and systematic professional development to all teachers of gifted students.

Currently, the AIG Coordinator is a member of the Academic Services Team for the district and attends Principals' Meetings. In both of these settings, the AIG Coordinator collaborates with administrative teams to ensure that AIG services and resources are integrated with and aligned to the LEA's instructional program. As a member of the Academic Services Team, the AIG Coordinator reviews all local Board of Education policies that relate to AIG and makes suggestions for policy revisions. In addition, the Academic Services Team also reviews the School and District Improvement Plans. The AIG Coordinator reflects on these plans and makes recommendations as needed to improve the district-wide approach to gifted learners.

The AIG Coordinator collaborates with school guidance counselors to offer Credit by Demonstrated Mastery, Governor's School, and Duke TIP opportunities. Some school counselors administer the ability test given to referred students. Counselors have been intentionally sought out to serve on the AIG District Council in order to add a counselor's lens to the AIG standards.

When an AIG student is identified as twice exceptional, the AIG teachers and AIG Coordinator work with the LEA's Exceptional Children's Department to collaboratively meet the needs of the twice exceptional population. Collaboration also takes place between the AIG teachers and the English as a Second

Language (ESL) teachers. The district ESL teachers are involved in referring English Language Learners (ELL) students for testing, and they are open to dialogue about meeting the needs of ELL/AIG students.

AIG students and AIG certified teachers are recognized at local school board meetings with the focus of increasing dialogue about and awareness of our gifted learners and their teachers. Students are recognized for competitions and Friday Feature responses. Videos highlighting AIG events are shown to raise awareness of the Maker Faires and Summer Studies. AIG Teachers are recognized for presenting at conferences, being the NCAGT Teacher of the Year, and for gaining AIG certification as a member of the AIG Cohort.

The AIG Coordinator and the CTE Director have realized the need for a partnership. One new goal for both AIG and CTE is to work with businesses and current district initiatives in ways that foster mentorships for our AIG students in order to better prepare our students for college and their future careers. The CTE Department offers a Reality Store for students, and HCPS high schools are working toward Work-Based Learning for students. The AIG Department will collaborate with these efforts to look specifically at work-based/mentorship opportunities for gifted students.

4d: 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.

“Bring AIG to the Table” was the challenge from NC DPI’s Director of Advanced Learning during a recent conference. Our county has taken that challenge to heart, and we are determined to intentionally address the needs of AIG learners with district policy and initiatives to ensure that AIG is considered as decisions are made. The AIG Coordinator works to empower and support the AIG certified teachers who participate in the AIG PLC. These teachers are constantly seeking ways to communicate and collaborate with the teachers in their buildings to bring awareness of the characteristics of AIG students, the identification process, and the services provided for gifted learners. The AIG teachers are creative and have become strong advocates for gifted students in their buildings.

The AIG Coordinator strives to keep open communication with all school personnel regarding gifted regulations. By attending principal meetings and Academic Services meetings, the AIG Coordinator has monthly opportunities to share AIG updates. The AIG updates are shared with the principals and district level team on a Google document that is uploaded to Open Class so that principals have easy access to the information.

The AIG Certification Cohort will continue to be funded with the goal of adding more AIG certified teachers to the district. Currently, some schools only have one certified AIG teacher on staff; a situation such as this often leads to that teacher feeling overwhelmed by responsibilities of completing her regular education duties as well as caring for the needs of all the gifted learners at her school. Increasing the number of certified AIG teachers in each building will help to alleviate this by expanding the support needed for the collaboration process to take place. Until the time that the number of AIG certified teachers per building is increased, the Coordinator will work with administrators, district level staff, and other specialists to support differentiated services through LEA supported programs such as Classworks, NC Write, and Renaissance Learning.

The AIG Coordinator will ensure that AIG PLC members are equipped to be the collaborative voice in their building and will support these teachers as they build capacity for AIG programs and services. The AIG

Coordinator works closely with the AIG certified teachers and encourages them to lead discussions during grade level, team and site staff meetings about the identification of and the services offered to gifted students. The coordinator and certified AIG teachers also work to utilize the system website to disseminate information about AIG. The [AIG webpage](#) houses information about Article 9b, the AIG Plan, and information about trips and academic opportunities. A section on the site highlights the AIG Lead and certified teachers for each school to help parents and stakeholders readily identify contact personnel. The *Frequently Asked Questions* tab features a Prezi highlighting the identification procedures and a chart of AIG services. Both of the documents were created by teachers who were a part of the AIG Cohort. A similar resource will be made highlighting the changes in the AIG Plan for this new cycle and will be added to the AIG webpage. The AIG PLC will continue to add to the [Resources for Differentiation According to AIG ID](#) document, and this resource will be added to the webpage after more research is done to determine strategies for differentiation in each area of identification. The AIG webpage is shared at staff meetings, meetings with AIG students, and on AIG Parent Night meetings.

The AIG Coordinator will work during each summer to add identification and service information into Powerschool. It will take several summers to add information on every identified student in the county, and then updates will need to occur when new students are identified. This will ensure that all staff members in the district who teach gifted students will have access to the same information that is also kept in the AIG folders at the District Office.

4e: Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

In the past, AIG files were not transferred from school to school on a consistent basis. Currently, all AIG files of identified and tested students are stored at the District Office. At the beginning of each year, the AIG Coordinator updates the rosters for each school and shares the roster with school administrators, counselors, AIG certified teachers, and regular education teachers of gifted students. Once service and identification of gifted students is loaded in Powerschool, access to information will be more expediently accessible than our current process.

In order to improve the continuation of services at key transition points, the AIG District Council determined the need for parent letters to go home for rising 4th, 6th, and 8th grade students to help parents know what to expect in terms of gifted programming when their child transitions to the next school. Members of the AIG PLC agreed with this suggestion and have begun the process of creating the parent letters. The letters will include descriptions of AIG services and some of the academic opportunities that parents might want to know in advance. These letters will need to go home at the end of each school year, or schools may opt to have an end-of-year meeting/celebration and send home letters at that time. This information will also be included on the AIG webpage and shared at the AIG Parent Nights. The AIG District Council will continue to seek ways to clearly communicate pertinent information to all stakeholders involved with the AIG program. The diversity of members allows the council to identify weak areas of collaboration and involvement and to brainstorm possible solutions.

4f: Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

For the 2016-2019 plan cycle, each full day of AIG PLC professional development will focus on a course from GT Ignite and will use information from the professional development to share in their schools. At least one course per year will be devoted to addressing the social and emotional needs of students. Guidance

counselors will be invited to attend this portion of the professional development. The AIG teachers and the counselors will have time to process the course and to collaborate on how that information can be used to address the social and emotional needs of the students. Regular education teachers will have the opportunity to view the same course from GT Ignite and receive CEU's for completing the course. Having one professional development course shared by AIG teachers, counselors, and regular education teachers will open the door to conversations and strategies for addressing the social and emotional needs of gifted students.

4g: Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

The needs of the gifted learner may dictate a change in course options to better provide appropriate differentiated instruction. When a body of evidence indicates the need for acceleration, the regular education teacher will contact the AIG Lead Teacher at the school. The AIG Lead Teacher will assemble a School Level AIG Team which will include the classroom teacher, the AIG Coordinator, an administrator, and other essential personnel to review a variety of acceleration options that are available to the students. This School Level AIG Team will select services that match the need. Options include, but are not limited to compacting content, course acceleration, and grade acceleration.

If the body of evidence the School Level AIG Team gathers indicates that subject or grade acceleration might be the next step, the team will need to determine if the student meets 5 of the 7 criteria for acceleration as detailed in the [Service Delivery Options](#) document. As the team gathers evidence, the [Acceleration Procedure Determination Form](#) should be completed and signed by necessary parties. If 5 of the 7 criteria are met, and if the team decides to move forward with acceleration, then the team will need to collaboratively fill out an Individualized Differentiated Education Plan ([IDEP Form](#)).

The AIG Coordinator will meet with the high school counselors each year to review Credit by Demonstrated Mastery (CDM.) The counselors and coordinator will collaborate to determine the timeline for HCPS students to earn CDM. All information will be placed on the AIG webpage and shared at AIG Parent Nights. The AIG Coordinator will share the process for CDM with high school AIG students and high school teachers.

4h: Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional

According to the general population demographics of the county, a high percentage of the students served are economically disadvantaged and/or traditionally under-represented; therefore, the AIG program has worked to develop and provide programming addressing the instructional and extracurricular needs of the traditionally under-represented and economically diverse AIG populations. AIG funds are used to offset the costs of field trips for AIG students. Trips are planned to expose students to experiences that broaden their cultural and academic horizons. For middle and high school students, tours of colleges are planned to help students prepare for college. Students have the opportunity to see plays and musicals and learn about theater etiquette. Other trips provide students the opportunity to visit landmarks, zoo, and historic monuments. All of these opportunities are designed to be culturally enriching.

AIG Summer Studies has also been designed to meet the needs of the economically disadvantaged. AIG students can attend the AIG Summer Studies free of charge as the cost is covered by the AIG program's budget. Students are exposed to enriching content and experiences that they may not be exposed to in the regular classroom such as animal dissections, robotics, circuitry, drama, and art. Each week, students take a field trip to a local business or historic site.

Each year, the AIG Coordinator sets aside funds from the AIG budget to invite all AIG certified teachers to attend the NCAGT conference, where they are exposed to a variety of sessions highlighting information on serving the needs of traditionally underrepresented AIG populations. The goal of their attendance is to gather ideas that may be replicated as is or altered to meet the needs in our county. Teachers are exposed to a plethora of sessions and can gain valuable insight on programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. In order to strengthen the programming for ELL and twice exceptional, ideas from the conference will be shared with ESL and EC teachers in a collaborative effort to provide services that meet the needs of these learners.

Highly gifted students are encouraged to take advanced coursework and to work in their area of strength. High school students have the option of attending one of three schools in the district; each school provides a variety of learning experiences. Students can opt to attend the STEM high school whose curriculum centers on science, technology, engineering and mathematics in a small setting; the Early College High School which provides face-to-face college level courses through the local community college; or the traditional high school where students can take online college and distance learning courses as well. AIG teachers and counselors work with the students to guide them through the decision-making process. From middle school through high school, students have the opportunity to take online coursework. This works well for the motivated and self-directed student, but is not a good choice for the unmotivated gifted. Compacting content, mentoring, and job shadowing may provide additional options for some students.

4i: Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

Yearly, the AIG PLC updates the [HCPS Academic Opportunities](#) handout. The document outlines academic opportunities by grade span, identifies a contact person, and provides links for additional information. Even though these opportunities are not exclusively for AIG students, it still gives parents and students an idea of the many possibilities for involvement. The handout is given out on AIG Parent Nights and placed on the AIG webpage. A few of these opportunities will be highlighted in the [What to Expect Letters](#) that the parents receive at each transitional grade.

As a part of the K-6 Resource Class, AIG students are given support in competitions such as Junior Duck Stamps and the Soil and Water poster and essay contest. Students receive instruction on research techniques, digital tools, and content acquisition in order to support these contests.

The weekly Friday Features sent out by the AIG Coordinator to all identified AIG students in grades 6-12 periodically seek to identify the interests of the AIG students. The features cover various content areas and disciplines. Surveys are sent out to students to gather ideas about AIG activities, and the feedback from the students drives the AIG Coordinator and AIG PLC to research programs and events that develop the needs and interests of AIG students. The AIG Coordinator and AIG PLC members recognize the need to be good listeners and to tune into what the students have to say. Decisions made about field trips, the AIG Summer Studies, and the Maker Faire are all heavily influenced by the interests of the students.

At the end of the 2015-2016 school year, the traditional high school hosted an End-of-Year Celebration where the students decided the agenda for the night. The theme was "Celebrating the Gift of Giftedness". AIG students from all grades participated by playing the piano, singing, reciting original poems, and a dramatic reading of a Shakespearean sonnet. Part of the agenda was devoted to awarding cords to the seniors and reflecting back on the AIG events for the year. Parents attended, and the student-led event was a success. This idea will be shared with the other schools during AIG PLC meetings next year in the hopes that other schools will replicate the event to give their AIG students a voice and a venue to express their interests and ideas.

4j: Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

Administrators, the AIG Coordinator, and other specialists will collaborate each year to consider the comprehensive needs of gifted learners when grouping for instruction. For AIG students to be served in their area of strength, schedules should provide the opportunity for clustering AIG students with the same area of identification. This does not mean that all AIG students have to be in one room or receive the same service. Instead, clustering students by identification allows the regular education teacher to better differentiate for the students who share the same identification. Clustering also allows easier access for the AIG Coordinator to pull students for direct service and to collaborate with the regular education teachers of gifted students. This recommendation to cluster by identification applies more for K-8 identified students. High school students will have the opportunity to pick advanced coursework in high school that aligns with their identification, academic strengths, and personal goals. The AIG teachers at the high schools will collaborate with the counselors and other specialists to guide students through this process.

Within the clustering framework, regular education teachers are encouraged to use flexible grouping based on readiness, interest, and data from benchmarks and common assessments. The AIG Coordinator and AIG certified teachers will encourage flexible grouping conversations with teachers during school staff and PLC meetings.

Ideas/Strategies for Strengthening the Standards

The AIG PLC could begin working towards the design of a setting that allows students to explore service options that are self-initiated and self-directed by the students.

Increase the number of AIG certified teachers.

Form an AIG Support team at every school.

Build a social/emotional library at each school accompanied by bibliotherapy lesson plans.

Sources of Evidence

Evidence for 4a:

Field trip permission slips and itineraries

Maker Faire invitations and sign up sheets

Summer Studies rosters, parents letters, registration, and lesson plans

Evidence for 4b:

Living Document: Resources for Differentiation According to AIG ID
School staff and PLC agendas that show professional development offered by AIG teachers to staff

Evidence for 4c:

AIG Pull Out Rosters
AIG Sign In Sheets for meetings with AIG Students in grades 7-12
AIG Budget Spreadsheet
AIG PLC Rosters
Schools Agendas from PLC and staff meetings

Evidence for 4d:

Minutes from PLC Meetings
Staff Development about AIG Legislation
Websites

Evidence for 4e:

Student AIG folders
Parent Letters for identified students who are transitioning to another school in the county
AIG Webpage
AIG Parent Night Agenda

Evidence 4f:

AIG Coordinator's log of collaboration with regular education teachers and specialists
Agendas of AIG PLC meetings
Dashboard of GT Ignite courses
AIG District Council suggestions

Evidence for 4g:

Minutes from School AIG Team meetings
CDM forms and procedures placed on AIG webpage

Evidence 4h:

Field Trip forms
AIG Budget spreadsheet
Grade Acceleration Guide
Course catalogue of face-to-face and online courses

Evidence for 4i:

What to Expect Letters
HCPS Academic Opportunities handout
Friday Feature surveys of student interests

Evidence for 4j:

Minutes from school PLC and Staff meetings
Rosters of AIG students by identification

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.

5a. Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- **academic and intellectual**
- **social and emotional**

The HCPS AIG Department has successfully begun the process of building partnerships with families and the community. The department is working collaboratively with area businesses and has begun developing meaningful relationships with many families. The AIG Department will continue to inform current and potential stakeholders about the characteristics and emotional needs of AIG students with a focus on how AIG students are identified and served.

During the 2013-2016 school years, the partnerships focused on the academic and intellectual needs of AIG students. For the 2016-2019 school years, the department will extend its focus to begin the quest of understanding and meeting the social and emotional needs of AIG students through developing partnerships with families and the community and through professional development with HCPS teachers and staff. The HCPS AIG Department will purchase a district license to use GT Ignite. This will give parents, stakeholders, and staff access to the most relevant and engaging online training in gifted education. GT Ignite courses that focus on the social and emotional needs of gifted students will be viewed by the AIG teachers, and each AIG teacher will then determine the most effective means of sharing that information in their school. As an incentive for district-wide use, the AIG Coordinator will monitor the usage of the program and will assign CEU's for any HCPS staff who complete the modules.

The AIG Coordinator will continue to email weekly Tuesday Tips to teachers. Over the past three years, these tips have focused on a variety of topics about AIG, digital learning and competitions/opportunities. The diversity of the tips is purposefully designed to support teachers as they work with AIG students all day, every day. For the 2016-2019 AIG Plan cycle, some of the Tuesday Tips will address the social and emotional needs of gifted students and will promote the use of the GT Ignite modules.

Specifically, the AIG Department will communicate with parents and stakeholders through various means such as AIG Parent Nights, the HCPS website, and school events such as PTSO and Open House. Encouragement and support will be given to AIG District Council Members, parents and stakeholders to attend local and state AIG events such as NC Association for the Advancement of Gifted and Talented (NCAGT), East Carolina University Gifted Conference and TechFest with the intent of returning to the county and sharing information with fellow parents and stakeholders. The AIG Department will work closely with the Public Relations Officer in HCPS to share accomplishments of AIG students in and out of school.

5b: 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.

The AIG Department has worked to create a more informed and empowered community that supports AIG students, AIG education, and AIG practices/policies. AIG students and AIG certified teachers have been recognized at board meetings. Pictures/articles about AIG trips and academic achievements have been shared with the community through news releases, the PEG Channel, and the HCPS Website. The AIG webpage includes the AIG Plan, Article 9B, and Credit by Demonstrated Mastery (CDM) information. The AIG webpage also has a link for resources for parents, teachers, and students.

For the 2016-2019 cycle, the department will add additional resources to the AIG webpage including links to North Carolina Association for Gifted and Talented (NCAGT) and other resources for gifted learners. We are excited to add a *Salute to Our Stakeholders* link where area businesses and stakeholders who have partnered with AIG will receive commendation for their partnership.

In order to increase parental awareness of these resources, printed copies of Article 9b, [HCPS Academic Opportunities](#) handout, and the most recent AIG Parent Night agendas will be given out to new parents when they sign AIG paperwork for identification. A bookmark, that gets updated yearly, will have links to information about the AIG program, the AIG plan, and gifted education policies. These bookmarks can be given out at school and community events and will be given to each school to place in the front offices near the other materials for parents. Identified students will receive a bookmark to take home.

5c: Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

Currently, the AIG advisory group is compartmentalized. The AIG District Council that was formed to create the last plan has met in small groups over the past three years. The AIG certified teachers form a district-wide PLC and they meet periodically to review the AIG plan as well as plan AIG events. Parents meet at the AIG Parent Nights and part of the agenda addresses components of the plan, awareness of where the AIG Plan and other AIG resources are located on the AIG webpage and academic opportunities. Principals and Academic Service Team members from the Central Office contribute to the implementation of the AIG Plan through discussions of AIG standards at principals' and Academic Service Team meetings.

For the 2016-2019 cycle, attention will be given to pulling these groups back together in conjunction with community partners for bi-yearly AIG District Council meetings. The department sees this unification of stakeholders as the next step in developing, implementing and monitoring the local AIG plan. The AIG District Council will continue to be a diverse group comprised of representatives from the district's AIG teachers, support staff, and administrators, as well as parents and community members. Meetings will be held semi-annually and a portion of each meeting will be devoted specifically to reviewing the local AIG Plan. To assist in planning these meetings, the AIG Department has created a [calendar of events](#) that will take place each year. This calendar will be placed on the AIG webpage and will be addressed in AIG PLC meetings.

Surveys will be sent out annually to receive feedback concerning the AIG plan from teachers, parents, students and stakeholders. The surveys will be reviewed by the AIG District Council during one of the semi-annual meetings. Some questions in the surveys will ask parents, teachers and community

stakeholders how they can become more involved in the total AIG program. Other questions will deal with specific standards of the plan.

5d: Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

As AIG opportunities and events arise, parents, students and other stakeholders are notified using a variety of communications such as email, Connect Five automatic calling system, handouts and information posted on the HCPS website and the AIG webpage.

The AIG Department will continue to hold our annual *AIG Parent Night*. For this event, parents of AIG students from all grades and from every school in the district are invited to attend. Parents are given a handout of academic opportunities available in the county and community stakeholders attend to share opportunities in the form of resources and competitions from the county. The AIG Coordinator reviews the district AIG website and outlines the broad strokes of AIG in the district. In order to personalize the time spent, AIG teachers are introduced and meet in small groups with parents to discuss specific AIG topics for their school.

Currently, all forms and communication sent out are in English. The AIG Department will work closely with the English as a Second Language (ESL) teachers and others who speak foreign languages in the district to assist with communications to families in their native languages. Spanish is the primary language needed for translation.

5e: Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

Hertford County is home to Roanoke Chowan Community College and Chowan University and has a vibrant connection with state, local and federal agencies that support the tenants of the AIG program. Several of these stakeholders have a direct connection to the AIG program through their own children and through their vision of educating youth.

The AIG Coordinator has begun the process of forming partnerships with Institutes of Higher Education (IHE) as AIG students have toured Chowan University, North Carolina School of Science and Math (NCSSM), Duke and other campuses. Students have met faculty members on the campuses and have begun a dialogue of what is needed to be accepted and successful at the schools.

The AIG Coordinator has partnered with Nucor, Hertford County Soil and Water, and Merchant's Mill Pond in a collaborative effort to provide summer opportunities for students at the AIG Summer Studies program. Partnerships have also been formed with the US Fish and Wildlife Service, Ahoskie Vidant Wellness Center, State Employees' Credit Union (SECU) and the Scientific Research and Education Network (SciRen) with the goal of addressing some of the academic needs of our students by exposing them to the content and resources our community partners have to offer.

Our goal is to nurture and strengthen our current mutually beneficial partnerships between HCPS AIG program and community stakeholders while also reaching out to new community partners over the 2016-2019 plan cycle. As the AIG PLC plans AIG Parent Nights, AIG Summer Sessions, field trips, speakers and the Maker Faire, our goal is to collaborate with the stakeholders in the community in a way that

broadens the academic world view of our AIG students while simultaneously benefiting our partners. One new goal for the department is to work with businesses and current district initiatives in ways that foster mentorships for our AIG students in order to better prepare our students for college and their future careers. The CTE Department offers a Reality Store for students and HCPS high schools are working toward Work-Based Learning for students. The AIG Department will collaborate with these efforts to look specifically at work-based/mentorship opportunities for gifted students.

Ideas/Strategies for Strengthening the Standard:

The AIG Department will seek to partner with CTE for Summer Sessions and Work-Based Learning since many AIG students are in CTE. CTE has already partnered with area businesses and industries. The collaboration between AIG and CTE will enable both groups to maximize their partnerships with area businesses.

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

AIG students could create monthly broadcasts for PEG Channel with a different school assigned per month. The broadcasts would highlight various AIG related events such as trips, competitions, the Maker Faire and AIG Parent Night.

AIG students could design the bookmarks to be given out yearly.

Begin a formalized mentoring program for AIG students. Mentors would help address social and emotional needs as well as academic needs and goal setting.

Begin using Chowan University students as teachers during the AIG Summer Studies to give prospective student teachers opportunities with AIG students since a class is not taught at Chowan that focuses on AIG students needs.

AIG teachers from each school will be encouraged to collaborate with their principal in order to present AIG updates during school events such as PTSO, Open House and Curriculum Nights.

Sources of Evidence:

Evidence for 5a:

Various media such as brochures, videos, AIG page on Hertford County Schools' Website, the PEG Channel (19) and other avenues of public relations
Conversations and ultimate formation of AIG PAGE (Partners for the Advancement of Gifted Education) group
Participation in AIG related events and the post-event share out to stakeholders
Student presentations at local government/school board meetings
PTSO agendas and sign in sheets

Evidence for 5b:

Resources added to AIG webpage
Addition of *Salute to Stakeholders* link
Bookmark basic AIG information to give out to families, stakeholders and educators

Evidence for 5c:

Agendas and Sign In sheets from Semi-Annual AIG District Council meetings

Evidence for 5d:

Connect Five messages, email contact lists, brochures, handouts, HCPS AIG webpage

Event agendas

Sign-in sheets for AIG Parent Night

Event pictures

Newspaper articles

Participant surveys

Evidence for 5e:

Mentor/ shadowing logs

AIG student logs and sign-in sheets

Agendas and records

Surveys to parents and community members

Letters to community members

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.

6a: Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

Every effort has been made to ensure that HCPS's AIG program is written in accordance with Article 9B and the State Board of Education (SBE) policy. The plan will be reviewed for approval by the HCPS School Board and sent to DPI for review and comment. Various opportunities have provided for the district Academic Services Team (AST), principals, teachers and parents to give input into the plan. AIG certified teachers have reviewed surveys from stakeholders and the comments from DPI concerning our last plan with the intent of making improvements for the current plan. The AIG Coordinator or designated AIG certified teacher attends AIG regional/area meetings and technical assistance visits with DPI staff to gain support for our plan development and improvement. We are committed to tapping into all of the resources, and we acknowledge that all of these components bring different strengths and points of view that are needed for successful implementation.

6b: 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.

Monitoring by HCPS administrators and stakeholders is necessary to assure that the AIG Plan is

implemented with fidelity. The AIG Coordinator completes interim reports to NCDPI to assess progress towards program implementation and effectiveness. This report serves to re-focus the AIG Department on the standards of the plan. The AIG Coordinator is a member of the district level Academic Services Team (AST) which allows a direct avenue for sharing program information and also a means of monitoring program implementation.

One goal over the past three years has been to educate stakeholders about the contents of Article 9b by distributing the document at principal's meetings, AIG Parent Nights, and at staff/PLC meetings at schools. It is also shared on the AIG web page, and teachers who are a part of the district-wide AIG PLC have had professional development analyzing this document. Emphasis has been placed on this as a state law ensuring the identification and service of K-12 students.

HCPS AIG Department will continue to educate district stakeholders on the contents of Article 9b and will reflect on the implications of this law on our local plan during AIG meetings, parent meetings, and principal meetings. Each year, AIG teachers will be asked to share Article 9b with their peers and will provide an overview the 6 Standards. The AIG Department has created a calendar of important AIG events. Presenting about Article 9b and the AIG Standards has been added to this [calendar](#).

The local AIG program will continue to be monitored to ensure the implementation is in accordance with NC AIG standards. When the AIG District Council meets in the fall, members will reflect on feedback from surveys to review and update standards. These meetings have been added to our yearly calendar as a reminder to reflect on the standards with the goal of constantly trying to improve in all 6 areas.

For the 2016-2019 AIG Plan cycle, the AIG Coordinator in conjunction with the AIG PLC members will continue to build upon these efforts by focusing on three goals. The AIG Coordinator, the AIG District Council and the AIG certified teachers will work collaboratively to determine if our plan is clearly communicated. Our desire is for parents and stakeholders to read any part of the plan and that it be clear and effective. Our second goal will be to reflect on the standards to be sure we really are meeting what the expressed goals of the standard. We realize the need to internalize the meaning of the standard so that we can assure that our actions match the standard. Our third goal is to strive to align the standards to best practices for gifted students. For some standards, we have a good idea of the best practices that are needed. For other standards, we need to research and explore various options to meet the needs of our small, rural district.

6c: Uses and monitors state funds allotted for the local AIG program according to state policy.

HCPS receives state AIG funds that specifically support the local AIG program. It is imperative that the district continues to use state AIG funds for appropriate continued programming since these are the only funds allocated specifically for advanced learners. Each year, the AIG Coordinator will continue to create a district budget aligned with program goals, student and stakeholder needs, and plan implementation. The budget will reflect the priority of maximizing people, resources and professional development based on program needs. Working with HCPS Finance Office and Academic Services, the district level AIG Coordinator will review the AIG budget and assure that state AIG funds are being used to support district AIG program goals in accordance with the state policy.

6d: Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

The primary goal of the HCPS AIG Department over the past three years has been to identify and provide service for AIG students. In the process of revitalizing identification and service, the AIG Department has made steps toward analyzing data of AIG learners to look for trends in order to inform and reform instruction. We still have a great deal of work to do in this area, but we view it as a priority as we expand on the progress we have made so far.

By reflecting on student assessments, AIG students can be more accurately accommodated and accelerated. Currently, teachers in the district use data from Classworks, NC Write, SchoolNet, and benchmarks to reflect on student achievement and to reform instruction. Professional development is needed over the next three years to support teachers in using the data in ways that grow the gifted students.

From the district level, EOG/EOC scores are kept in a spreadsheet for every AIG student in grades three and above. Those scores will continue to be shared with the principals and support staff such as guidance counselors at each school as a part of discussions about schedules, clustering, and course selection. The district currently has twice-exceptional students, and these discussion on the school level will be important as we monitor the progress and success of any AIG students who are twice-exceptional (having two different exceptionalities).

For the 2013-2016 cycle, the sharing of this data concentrated on AIG students in grades K-8. The district will expand this conversation over the data collected to involve high school principals and their support staff in the endeavor to detect under-performing and under-achieving and provide appropriate interventions and counseling. Currently, AIG funds are used to pay an AIG Lead Teacher at each school an honorarium for the AIG duties they take on at their school in addition to their duties as regular education teachers. The AIG Lead Teachers help set up meetings with the AIG students, organize field trips, and assist the AIG Coordinator with identification and service. For the 2016-2019 cycle, we will extend this trend by asking two additional AIG certified teachers to become AIG Lead Teachers at our main campus high school. One AIG Lead Teacher will be assigned to meet regularly with AIG freshmen and sophomores and will focus on AIG students who have the potential to drop out of school, fall through the cracks, or are underperforming. The second AIG Lead Teacher will be assigned to work with juniors and seniors and will assist them with college applications, scholarships, answering Friday Features from the AIG Coordinator, and earning an AIG scholars cord for graduation. Both of the teachers will use grades, formative assessments, common assessments, and EOC/EOG historical data to address identified AIG students who are under-performing or under-achieving and provide appropriate interventions and counseling. It is necessary to monitor the AIG students' grades and progress in classes in order to detect under-achievement and prevent drop-out. These two AIG Leads will conduct individualized progress monitoring sessions for all AIG students at the end of first marking period. As of the 2016-2017 school year, the main campus high school will begin implementing POWER (Plan, Organize, Work, Eat, Reflect) schedule, and time will be devoted at least once a month for AIG students to meet with the AIG Lead Teachers.

6e: Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Monitoring the representation and retention of under-represented populations in the local program (to reflect the district/school demographics) will assure that every child has an opportunity to qualify and participate regardless of culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. Our goal will be to review, refine, and reform educational strategies for the under-represented population for the upcoming three year cycle.

The ideal outcome is that the subgroup proportions of AIG students will reflect the proportions of the student body. The AIG Coordinator and members of the AIG PLC will continue to monitor our practices, review other district's plans, and research new ideas in the quest to reach this goal. Data from the District Testing and Assessment Coordinator and district benchmarks will provide quarterly growth indicators for students in subgroups that can be used as continuous review for candidates. Our AIG teachers will participate in professional development that reflects on the work of Ruby Payne, *Removing the Mask: How to Identify and Develop Giftedness in Students from Poverty*. Based on this work, an instrument has been developed that allows teachers to rate their perceptions of students. The AIG PLC will research the possibility of using these ratings in the identification process. Additionally, the study will include our examination of a process that includes both positive and negative attributes of the gifted, allowing the teacher to rate the attributes that more closely describe the student's learning behaviors. After learning more about this work, AIG PLC members will evaluate the inclusion of this rating scale as a part of our identification process.

6f: Maintains current data regarding the credentials of personnel serving AIG students.

It is important to have AIG certified teachers working with the gifted population to ensure appropriate strategies are used in learning environments that increase student growth. To work towards this goal, HCPS has implemented and supported an AIG Certification Cohort. Teachers who wish to achieve AIG certification enroll in a licensure program, and the AIG department reimburses teachers for tuition and books. Teachers who have or are working toward AIG Certification are invited to participate in the district-wide AIG PLC. The AIG PLC receives professional development and provides direct support for gifted students. The AIG PLC teachers are also asked to serve as AIG liaisons in their schools. HCPS will continue to support the AIG Certification Cohort program in order to increase the number of teachers with AIG certification.

Certification/licensure data for all teachers are maintained and monitored by the Human Resources Office. The AIG Coordinator will maintain a list of AIG certified teachers and all of their licensure areas. Ideally, HCPS would like to work toward the goal of having AIG students placed in classrooms with AIG certified teachers. When this is not possible, AIG students should be placed with classroom teachers who are skilled in enrichment, acceleration and differentiation. It is important that teachers of AIG students are knowledgeable about AIG strategies and best practices to more effectively serve the gifted learners.

6g: Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

Feedback regarding the implementation and effectiveness of the AIG Program is gained in various ways. Students provide feedback through the direct services of the resource classes in grades K-6 and Friday Features in grades 7-12. The Friday Features have provided much insight from AIG student and have become a way to elicit feedback from them. Students have given input about current programming as well as ideas for the future.

Parents are given the opportunity for feedback at the AIG Parent Nights, and the agenda for the event always provides time for feedback. In addition, the AIG Coordinator collects parent emails and forms parent contact groups for each school. Periodically, the parents are sent AIG Updates via email. Parents on the AIG District Council provide feedback as they view the AIG Program Standards through the parental lens.

Teachers provide feedback through the Tuesday Tips sent out weekly from the AIG Coordinator. The Tuesday Tips provide teachers with opportunities to ask questions, to provide insight, and to give suggestions.

All of these opportunities for feedback will continue, and the AIG PLC will add a more formal means of eliciting results. The AIG PLC will create and distribute surveys to send out to students, parents/families, teachers, and other stakeholders. This survey will be sent out yearly, and the results will be analyzed by the AIG PLC and the AIG District Council. Based on this analysis, improvements to programming will be made as long as the changes are in agreement with the current plan. Major changes will be saved for the review of the next plan cycle. Sending out the surveys has been added to the AIG yearly calendar which is placed on the AIG webpage. Links to complete the surveys will be available on the webpage throughout the year.

6h: Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

Multiple sources of data are necessary to triangulate information for any effective program review. In addition to data from the surveys of students, parents, and teachers, the AIG PLC will continue to review and utilize input from the AIG Parent Nights, Friday Features, and Tuesday Tips. A *Suggestion Box* will be added to the AIG webpage. This will provide another opportunity for input, and the *Suggestion Box* will be monitored and discussed at AIG PLC meetings and AIG District Council meetings. This addition will provide the opportunity to give feedback as needed without having to fill out a survey.

During AIG PLC meetings, the AIG PLC will determine specific data to assess as necessary for reflection and review of the current program and plan. This may include using current student assessment data from Classworks and/or benchmark data.

6i: Disseminates all data from evaluation of the local AIG program to the public.

A transparent program and communication are important to all stakeholders to effectively monitor program progress and for support-building. To meet this goal, the AIG PLC will annually provide stakeholders and the public with evaluation results and program data (with respect to student privacy/rights). Survey results will be summarised and placed on the AIG webpage. Findings will also be shared in meetings with principals, Academic Services, and the AIG District Council.

6j: Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

HCPS will act in accordance with (Family Educational Rights and Privacy Act (FERPA) guidelines in order to maximize the student's' rights and privacy. Each year, the AIG PLC will review FERPA guidelines as they apply to the transference of AIG files and data. In order to remain compliant, modifications will be made as needed.

Annually, the AIG PLC reviews documentation aimed at safeguarding the rights of students and their parents. When students are identified as AIG, the parents are asked to give their written consent for identification and placement using two forms: [Individual Student Eligibility Record](#) and DEP and [Recommendation/Approval for AIG Placement](#). Both of these forms require the signatures of the parent, the AIG teacher, and the AIG Coordinator, and the forms are placed in a folder kept on file at the Central Office.

If a student is reassessed and his/her service or identification changes, these two forms need to be printed out, revised to reflect the changes, gain signatures from parents and AIG teacher, and placed in the

student's AIG folder along with the original documents.

Students who transfer from another district and are designated in PowerSchool as AIG will be grandfathered in to our district. The same two forms will be filled out for the student with appropriate signatures and placed in an AIG file to be kept at the Central Office. Students who enter the district but are not identified in PowerSchool as AIG will have to meet the county criteria for AIG identification. School rosters will need to be updated to reflect these changes.

When students are referred for testing, the parents receive three documents: 1.) [Parent Letter](#) to Accompany Prior Notice and Parent Consent 2.) [Prior Notice and Parent Consent](#) 3.) [Due Process to Resolve Disagreements](#). During the first AIG PLC meeting of the year, the AIG teachers are briefed on these documents. The Due Process document is placed on the AIG website, and is referred to when parents attend AIG Parent Nights. Article 9b is referenced at the bottom of the Due Process document. In the event of a disagreement of AIG identification and/or services between parents and HCPS, parents have access to a step by step Due Process.

When students are identified, the AIG lead teacher from the school will make reasonable effort to meet with the parent to review in person the identification and service, Due Process, and Article 9b.

Ideas/ Strategies for Strengthening the Standard:

Research and work toward the following goals:

- Have a yearly program where AIG students get recognized with each other for accomplishments over the year.
- Seek out ways to systematically share data and best practices with non-certified teachers who have AIG students. Attention will be given to help teachers select appropriate interventions and accelerations as indicated by benchmark assessment reports.
- After researching Ruby Payne's book, select another text for the AIG PLC to research.
- Formation of a Student Focus Group for K-6 and one for grades 7-12.
- Research ways to share academic data with the public in a way that safeguards student privacy.
- Create an AIG Parent Handbook and AIG Certified Teacher Handbook that clearly outlines the AIG student's rights, identification and appropriate services offered.

Sources of Evidence:

Evidence 6a:

Plan approved by local LEA

Plan approved by state AIG monitor

Annual review of plan by stakeholders, school-based team, and AIG District Advisory Council

Approval of plan by the local school board

Evidence for 6b:

Yearly review of the AIG plan and a report on the recommendations made

Parent and student survey results.

Evidence 6c:

Purchase orders

AIG budget spending documents

Outcomes such as programs and events which are supported by the budget

Evidence for 6d:

End of Year Student Data Reports Growth Summary

Benchmark data reported on the Common Core State Standards or NC Essential Standards at the objective level

Student AIG DEP

School based personnel recommendations and observations

Evidence for 6e:

AIG Headcount

Subgroup performance reports

Evidence for 6f:

AIG School Headcount

Human Resource reports on AIG and regular education teachers' licensure status and areas

Professional development agendas and sign-in sheets

School Improvement Plans

District Improvement Plans

Evidence for 6g:

Annual AIG Survey to stakeholders

Annual AIG Survey results analysis

List of possible changes for plan cycle 2019-2021

Evidence for 6h:

Raw data and data analysis documents

Notes from meetings regarding analysis and recommendations for change

Evidence for 6i:

Summary of survey results

Agendas from AIG PLC, AIG District Council, Academic Services, and Principals meetings

Evidence for 6j:

Documentation of district FERPA training

Due Process Document

Testing and Identification forms

Student AIG folders