

Mission/Vision Statement and Funding

**Halifax County Schools (420) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

\* Mission and/or Vision Statement(s)

**Mission:**

The mission of the Halifax County Schools AIG Program is to identify, nurture, and challenge academically and intellectually gifted students by providing equitable access to rigorous, differentiated learning opportunities that promote critical thinking, creativity, and lifelong learning. Rooted in the district's strategic commitment to excellence and equity, we support students' academic and personal growth through strong instructional practices, professional development, and inclusive identification processes.

**Vision:**

Our vision is to build a dynamic and inclusive AIG program that empowers gifted learners across all schools in Halifax County to reach their full potential. We envision a system where all students, regardless of background, have equitable opportunities to excel through innovative instruction, strong teacher support, and meaningful partnerships with families and the community—ultimately preparing our gifted students to thrive in a global society.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2025)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 120,475.00	* \$	* \$	* \$

Standard 1: Student Identification

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**Standard 1: Student Identification**

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

**\* Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.

Halifax County Schools is committed to identifying and nurturing the potential of academically and/or intellectually gifted (AIG) students through equitable and inclusive practices. Our district has developed comprehensive screening and referral processes that are implemented across all grade levels to ensure students with demonstrated or potential giftedness are recognized and supported.

We utilize universal screening measures at the fourth, sixth, and ninth grade levels to provide all students the opportunity to demonstrate their academic strengths and intellectual potential, regardless of background or prior achievement. These screenings are coupled with multiple criteria—including achievement data, teacher and parent referrals, observational checklists, and performance tasks—to ensure a holistic view of student ability.

In addition, Halifax County Schools recognizes the importance of early talent development. K–3 students will have access to differentiated services within the regular classroom that focus on nurturing potential giftedness. These early enrichment and extension opportunities are designed to support students who demonstrate advanced learning characteristics and to inform future AIG identification decisions.

By maintaining a transparent and consistent identification process, Halifax County Schools ensures that our AIG services reflect the diverse talents of our student population and provide a strong foundation for appropriately matched educational opportunities.

**\* Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

**Halifax County Schools AIG Identification Process (K–12)**

**1. Universal Screening**

**Grade Levels:**

- Administered at grades 4, 6, and 9 to ensure equitable access and early identification across transitions.
- Screening tools may include nationally normed aptitude or ability assessments (e.g., CogAT) and/or performance-based screeners.
- All students in these grade levels are screened, regardless of academic history.

## **2. Nurturing Services and Talent Development (Grades K–3)**

- Differentiated classroom instruction provides enrichment and extension opportunities for K–3 students demonstrating early signs of giftedness.
- Classroom teachers complete observational checklists to identify potential AIG candidates for early monitoring and support.
- Students demonstrating consistent high performance may be referred for early testing.

### **3. Referral Process**

#### **Referral Sources Include:**

- Classroom teachers
- Parents/guardians
- School staff (e.g., counselors, administrators)
- Student self-nomination (middle/high school)
- Academic performance indicators (e.g., end-of-grade assessments, benchmark data)

Referral forms are collected and reviewed by the AIG committee for next steps.

### **4. Comprehensive Learner Profile Development**

The AIG identification process uses a multiple-criteria approach, which may include the following:

#### **Quantitative Measures:**

- Standardized aptitude tests (e.g., CogAT)
- Achievement data (EOG/EOC scores, benchmark assessments, reading/math percentile ranks)
- Grades and classroom assessments

#### **Qualitative Measures:**

- Teacher and/or parent recommendation checklists
- Student work samples or portfolios
- Performance tasks or problem-solving prompts
- Classroom observation notes

No single criterion will determine eligibility; rather, the combination of data will inform a learner profile to support identification decisions.

### **5. AIG Identification Committee Review**

A school-level AIG Identification Committee, consisting of the AIG teacher/coordinator, administrator, classroom teacher, and other relevant staff, reviews each learner profile to determine eligibility and service options.

#### **Decisions May Include:**

- Identification in Reading, Math, or both
- Talent Pool/Nurturing (for students not yet meeting full criteria)
- Monitoring for future reassessment
- Not eligible (with documentation and parent communication)

**6. Notification & Parent Engagement**


- Parents/guardians are notified in writing of the identification decision.
- For identified students, a Differentiated Education Plan (DEP) is developed and shared with the family.
- Parents are informed of their right to appeal the decision or request reassessment.

**7. Ongoing Review & Reassessment**

- Student data is reviewed annually to ensure appropriate placement and service delivery.
- Students not initially identified may be re-evaluated after additional data or evidence is gathered.
- Identification status may be adjusted through the review process if warranted.

**Gifted Identification Criteria:**

Gifted Identification	Aptitude	Math	Reading	Grades	Aptitude %ile Used
Academically and Intellectually Gifted <b>AI</b>	<b>90%</b>	<b>85%</b>	<b>85%</b>	<b>3.0 or higher</b>	Total Composite (TC)
Academically Gifted <b>AG</b>	<b>90%</b>	<b>85%</b>	<b>85%</b>	<b>3.0 or higher</b>	Total Composite (TC)
Intellectually Gifted <b>IG</b>	<b>90%</b>	N/A	N/A	N/A	Total Composite (TC)
Academically Gifted in Math <b>AM</b>	<b>90%</b>	<b>85%</b>	N/A	<b>3.0 or higher</b>	TC or Quantitative
Academically Gifted in Reading <b>AR</b>	<b>90%</b>	N/A	<b>90%</b>	<b>3.0 or higher</b>	TC or Verbal

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**\* Practice C**

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

Halifax County Schools is deeply committed to equity and recognizes the urgent need to address disproportionality in our AIG identification process. Currently, only 1.7% of students identified for AIG services are Black, while 78.2% of the overall student population is Black. This underrepresentation highlights a critical equity gap and reinforces the importance of re-examining our practices to ensure they are inclusive, culturally responsive, and aligned with the demographics of our district.

To address this, the district has revised its screening and identification procedures to include multiple entry points and a balanced mix of quantitative and qualitative measures. Universal screening is conducted in grades 4, 6, and 9 to ensure that all students—regardless of background or prior achievement—have an opportunity to demonstrate their academic and intellectual potential.

The district also places a strong emphasis on collecting varied sources of evidence, including achievement data, teacher and parent referrals, student portfolios, observational checklists, and performance tasks, to build a comprehensive learner profile for each student. This multi-faceted approach helps reduce bias and opens the door to recognizing giftedness in students who may not traditionally be identified through standardized testing alone.

Recognizing that giftedness may look different across cultures and contexts, Halifax County Schools is also increasing professional development for teachers on identifying gifted characteristics in culturally and linguistically diverse learners, economically disadvantaged students, and twice-exceptional students. School-based AIG committees are encouraged to review referrals through an equity lens and ensure that identification decisions are informed by the full context of a student's potential and performance.

As we continue to rebuild and strengthen our AIG program, ensuring equitable access and representation is not just a goal—it is a priority. Our mission is to identify and nurture giftedness in all students, particularly those who have been historically underrepresented in gifted education.

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	<5%	---	---	---	---	---
<b>Male</b>	---	<5%	---	---	---	---	---
<b>Total</b>	---	<5%	---	---	---	---	---

**Percent of Total AIG Students Identified as Dual Exceptionality**

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**\* Practice D**

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

Halifax County Schools has developed and implemented systems to ensure consistent and equitable screening, referral, and identification practices across all schools in the district. To support fidelity of implementation, the district uses a centralized AIG referral and tracking system managed by the district AIG coordinator or designee. This system ensures that all schools follow the same timelines, procedures, and criteria when screening and referring students for AIG services.

Standardized referral forms, observation checklists, and learner profile templates are used districtwide to ensure consistency in the evidence collected and reviewed by school-based AIG committees. In addition, universal screening protocols are clearly outlined and scheduled for grades 4, 6, and 9, with detailed guidance provided to school staff in advance of each screening window.

To monitor implementation, the district conducts regular audits of referral and identification data, disaggregated by school and student subgroups. These audits help identify trends, inconsistencies, or potential equity gaps in identification practices. The AIG coordinator also holds periodic check-ins with school-level AIG contacts to review procedures, address questions, and ensure alignment with district expectations.

Furthermore, all school-based AIG teams receive annual training on the district's identification procedures to reinforce consistency and support accurate, equitable decision-making. These systems allow Halifax County Schools to maintain transparency, monitor fidelity, and continuously refine processes to ensure all students have access to fair and meaningful opportunities for AIG identification.

**\* Practice E**

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

Halifax County Schools is committed to transparent and timely communication of the K–12 AIG screening, referral, and identification processes to ensure all stakeholders (school personnel, families, students, and the community-at-large) understand how gifted students are identified and supported. Information is shared in multiple formats and through a variety of channels to ensure accessibility and broad awareness. These include:

- District website
- School newsletters and parent letters
- AIG parent/community information sessions
- Staff training and presentations
- Student-focused materials
- Social media platforms

All communication is designed to be inclusive and culturally responsive, with materials translated or interpreted as needed to ensure multilingual families and underrepresented populations are well-informed and able to participate in the process. By using a variety of tools to reach all audiences, Halifax County Schools ensures that information about AIG identification is clear, accessible, and equitable across the district.

**\* Practice F**

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

Halifax County Schools maintains a thorough and consistent process for documenting all evidence used in the AIG identification process. For every student being considered for AIG services, an individual AIG file is created that includes all relevant quantitative and qualitative data used in the decision-making process. This documentation includes, but is not limited to:

- Aptitude and achievement test scores
- Teacher and parent referral forms
- Classroom work samples or portfolios
- Observation checklists
- Performance tasks
- Meeting notes from the school-based AIG committee

Each student's AIG file is maintained in both electronic and hard copy formats to ensure accessibility, backup, and continuity of records. These files are securely stored at the school level and monitored by the district AIG coordinator or designee for accuracy and compliance. Once an identification decision is made, the documentation is formally reviewed with parents/guardians. During this meeting, the AIG team shares the evidence used to make the decision and explains the student's Differentiated Education Plan (DEP) if the student qualifies. Parents receive a copy of the DEP and are

informed of their right to request additional information, clarification, or appeal the decision.

To support ongoing communication and ensure continued progress, parents are provided an annual review of their child's AIG services and growth. During this review, any updates to the DEP, progress toward goals, and academic performance data are discussed. This yearly check-in ensures that services remain aligned with student needs and that families remain informed and involved in their child's AIG journey.

**\* Practice G**

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Halifax County Schools ensures that each AIG-identified student has a clearly documented service plan, such as a Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP), that outlines how the student's instructional needs will be met through differentiated curriculum and services. These plans are tailored to reflect the student's area(s) of identification (reading, math, or both) and are designed to provide a continuum of services across all grade levels, including during school transitions.

Each DEP or IDEP is developed using a variety of data sources, including:

- Standardized aptitude and achievement assessments
- Classroom performance and work samples
- Teacher and parent input
- Progress monitoring data
- Student interests and learning profiles

The development of the student's plan is a collaborative process involving the school-based AIG team, which includes the AIG teacher/coordinator, the student's general education teacher(s), a school administrator, and other relevant personnel (such as counselors or instructional coaches, when appropriate). Parents/guardians are actively involved in this process through a scheduled meeting, where they contribute input and receive a full explanation of the plan and service options.

The DEP or IDEP outlines specific curriculum modifications, instructional strategies, and enrichment opportunities designed to meet the academic and intellectual needs of the student. It also identifies the service delivery model, such as cluster grouping, curriculum compacting, acceleration, or AIG pull-out services, depending on grade level and available resources.

All DEPs and IDEPs are reviewed and updated annually with the parents/guardians. During this annual meeting, the team evaluates the student's progress, reviews any new data, and makes necessary adjustments to the plan to ensure continued alignment with the student's needs. For students transitioning between school levels (e.g., elementary to middle, middle to high), the service plan is carefully reviewed to support a smooth transition and continued access to appropriate services.

**\* Ideas for Strengthening the Standard**

- Expand K-3 nurturing practices - train classroom teachers on differentiated practices for nurturing students
- Digitize Standardize documentation - results from CogAT and other sources of evidence used for identification
- Create a graphic of the identification process that is easily understandable for all stakeholders
- Establish a clear, district-wide timeline and tracking system to ensure that DEPs/IDEPs are reviewed and updated annually with parent/guardian input.

**Planned Sources of Evidence**

* PLC Attendance Logs	
* AIG Meeting Agendas and Minutes	
* District Professional Development Matrix Offerings	
* Student Individual Identification Folders	
* STEAM/STEM, Project-Based Learning, Social-Emotional Learning for Gifted Students	

Type	Documents	Document Template	Document/Link
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AIG Standard 1 Additional Resources		N/A	
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Standard 2: Comprehensive Programming within a Total School Community

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**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

**Halifax County Schools AIG Service Delivery Overview**

Halifax County Schools provides a broad continuum of AIG services that are aligned to students' areas of identification and designed to meet the academic, intellectual, and social-emotional needs of gifted learners across all K–12 grade levels. The district is committed to equity and does not discriminate against students with exceptionalities in the provision of AIG services.

Instruction is grounded in the North Carolina Standard Course of Study and enhanced through rigorous, differentiated strategies. Services are delivered in a variety of formats and settings through collaboration with classroom teachers, AIG personnel, instructional coaches, and subject area specialists. This multi-tiered approach ensures that students receive appropriate support in both their regular classrooms and in dedicated AIG environments.

**Service Options by Grade Span**

**K–2 Nurture Groups**

- Students are served through small group instruction sessions
- Instruction emphasizes critical thinking, creativity, and problem-solving skills using programs such as:

- o PBL units
- o STEM/STEAM units
- o P.E.T.S. (Primary Education Thinking Skills)
- o LEGO-based engineering activities

- These groups aim to nurture emerging potential and prepare students for formal identification in later grades.

**Grades 3–8 AIG Enrichment Groups**

- Identified students receive services through pull-out sessions focused on academic challenges and intellectual growth.
- Instruction includes:

- o Project-based learning and real-world application tasks
- o Participation in district and state-level competitions (e.g., Odyssey of the Mind and Battle of the Books)
- o Use of digital platforms such as Edmentum and Study Island to enrich core instruction

- Students also engage in:


- o Leadership development programs (e.g., School of Science and Math initiatives)
- o STEM-based clubs and activities (robotics, solar energy projects)

#### Grades 9–12 AIG Consultation Services

- Services are provided through a consultation model between AIG personnel, classroom teachers, and students.
- Students receive:
  - o Academic monitoring and support check-ins
  - o College and career readiness workshops (e.g., ACT/PreACT prep, scholarship resources)
  - o Dual enrollment opportunities through partnerships with local community colleges
  - This model ensures continued support while promoting independence and transition readiness.

#### Service Delivery Coordination and Oversight

- AIG personnel work closely with general education teachers and instructional leaders to ensure that service delivery aligns with each student's identified needs and area(s) of giftedness.
- Service models are continuously reviewed and refined to reflect student performance data, stakeholder feedback, and evolving best practices.
- Halifax County Schools remains committed to strengthening and expanding AIG services that challenge, engage, and support all gifted learners at each stage of their academic journey.

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#### \* Practice B

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

The Halifax County Schools AIG program is fully aligned with the district's vision, mission, and strategic plan. It is designed to support the academic, social, and emotional needs of gifted learners through comprehensive services that are developmentally appropriate and delivered in collaboration with a variety of personnel.

The AIG Department includes district administration, an AIG Specialist, and school-based AIG representatives, who serve as advocates and liaisons for gifted students. These representatives bridge communication between students, teachers, principals, and families, sharing critical information about AIG services, opportunities, and student needs. Their role is central to ensuring that AIG students are supported both academically and emotionally.

Each identified AIG student receives services in their specific area(s) of identification, as outlined in their Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP). These plans reflect each student's academic profile, learning preferences, and emotional needs, and are developed and reviewed annually in partnership with parents and teachers. The instructional activities provided through the AIG program are designed to extend and enrich the North Carolina Standard Course of Study and are aligned with the district's pacing guides.

The AIG program provides a wide range of differentiated learning experiences that respond to students' interests, learning styles, and social-emotional development. Services include:

- Pull-out and co-teaching instructional models

- Enrichment and acceleration through research projects, field trips, competitions, and independent studies
- Participation in dual enrollment and advanced coursework
- Engagement in collaborative and creative problem-solving experiences



These services are scheduled in collaboration with the AIG specialist and tailored to each school level to ensure continuity and progression of support from elementary through high school.

Halifax County Schools recognizes that the needs of gifted students extend beyond academics. Therefore, the AIG program integrates social-emotional learning (SEL) by:

- Embedding discussions and activities focused on leadership, empathy, self-awareness, and managing perfectionism
- Providing group consultation opportunities at the secondary level to discuss academic stress, peer relationships, and college/career planning
- Offering exposure to mentors, guest speakers, and community-based projects that foster growth, confidence, and connection

In addition, community stakeholders, including parents, business leaders, higher education partners, and faith-based organizations, volunteer and collaborate with schools to support the overall development of AIG students. The district sponsors parent workshops, staff development, and community engagement sessions to ensure the total school community is equipped to support the unique needs of gifted learners.

Through these integrated services and partnerships, Halifax County Schools is committed to delivering a whole-child approach that nurtures the intellectual, emotional, and social well-being of all AIG students across K–12 settings.

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**\* Practice C**

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

Halifax County Schools ensures that the AIG program is fully integrated into the district's instructional vision and strategic priorities through intentional policy alignment, collaborative planning, and coordinated resource allocation. The AIG program is designed not as an isolated initiative but as an essential component of the district's comprehensive approach to academic excellence and equity.

To support this integration, the district promotes flexible grouping models, particularly cluster grouping across grade levels to provide AIG students with access to appropriately challenging, differentiated instruction. Instruction is grounded in research-based strategies and aligned to the North Carolina Standard Course of Study, district pacing guides, and instructional priorities.

The AIG Specialist and instructional coaches work collaboratively with classroom teachers and school leaders to support implementation. Coaches provide modeling, co-teaching, and professional development that reflect district-wide goals for rigorous, student-centered learning. The AIG Specialist contributes to school improvement planning and instructional decision making, ensuring that services for gifted learners are embedded in daily instruction and supported by continuous teacher development.

This integrated approach allows the district to maximize existing resources, align programming with strategic priorities, and ensure that the academic and social-emotional needs of AIG students are consistently addressed across all schools and learning environments.

**\* Practice D**

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

Halifax County Schools is committed to using intentional and flexible grouping practices that respond to the evolving academic and instructional needs of AIG and other high-achieving students. Grouping decisions are driven by multiple data sources and reviewed regularly to ensure that services are appropriately matched to student readiness, interest, and learning profiles.

Teachers use ongoing formative assessments, including daily exit tickets, performance tasks, and benchmark data to make instructional decisions and adjust groupings in real time. This ensures that students receive differentiated instruction aligned to their individual needs and academic growth goals.

In classrooms, AIG students may participate in small, flexible groups that are adjusted frequently based on demonstrated mastery of concepts and skills. Instructional coaches, district staff, principals and the AIG specialist collaborate with teachers to analyze data, support grouping decisions, and model strategies for effectively differentiating within these groups.

These practices are embedded in the daily instructional routine and align with the district's broader commitment to data-informed teaching and personalized learning. By using dynamic, needs-based grouping, Halifax County Schools ensures that all advanced learners including those formally identified for AIG services are consistently challenged and supported in achieving their full potential.

**\* Practice E**

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

Halifax County Schools ensures that all teachers, administrators, counselors, and support staff are consistently informed about the delivery of differentiated services for AIG students, as well as relevant regulations and the district's local AIG plan. Communication is facilitated through regular meetings, professional development, and targeted information sessions at the school and district levels.

The AIG team works collaboratively with school administrators and instructional staff to support a shared understanding of the instructional expectations and service models for gifted learners across grade spans. Differentiated Education Plans (DEPs and IDEPs) are developed and reviewed annually in partnership with teachers, parents, and AIG representatives. These meetings provide an opportunity to review student progress, update service strategies, and share expectations as students transition from one school level to the next.

To support smooth transitions between grade levels and schools, the AIG department will implement a comprehensive transition protocol that includes school tours, class previews, teacher introductions, and counselor check-ins. AIG representatives and school counselors coordinate efforts to ensure each student's academic and social-emotional needs are addressed proactively.

Additionally, NCSIS will be used to update and maintain AIG student data annually, enabling staff to access and review student services, placement, and needs across schools or when students transfer into or out of the district. These efforts ensure a consistent and well-communicated approach to gifted education services, aligned with both district priorities and state guidelines.

**\* Practice F**

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

Halifax County Schools is committed to maintaining a seamless continuum of services for AIG students by ensuring consistent and purposeful communication among teachers, school counselors, administrators, and AIG personnel, particularly at critical transition points between grade levels and schools.

AIG facilitators actively track student progress throughout the year and maintain updated records of identified students, as well as those under consideration through observation and referral. These records are shared with receiving schools during transition planning meetings to ensure accurate placement and continued services that match students' academic and social-emotional needs.

Communication occurs between the AIG Specialist and school counselors, both during district-level meetings and through individual school-based collaboration. This partnership supports the early identification of students requiring social-emotional interventions, such as support for perfectionism, underachievement, or test anxiety. Counselors and AIG staff work with classroom teachers to implement strategies tailored to students' needs and may lead targeted small group sessions to support student well-being.

At the end of each academic year, AIG staff and counselors review student progress and determine appropriate next steps, including continued support, exit from services, or additional enrichment. Transition plans and Differentiated Education Plans (DEPs/IDEPs) are updated annually and shared with the receiving school's AIG team to support continuity of services and expectations. This coordinated approach ensures that AIG students are supported throughout their K-12 educational experience, with clear communication across all levels of the district.

Transition Grades:

- Grade 5: Elementary to Middle
- Grade 8: Middle to High School
- Grade 12: High School to Postsecondary

**\* Practice G**

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

Halifax County Schools is committed to ensuring that all AIG students have access to a range of rigorous and appropriately challenging academic experiences through a variety of acceleration opportunities. The district has established procedures to support flexible pathways that meet individual student needs, including compacted content, subject-specific acceleration, whole-grade acceleration, and Credit by Demonstrated Mastery (CDM).

At the elementary level, flexible grouping practices are implemented in reading and math to allow students performing significantly above grade level to engage in advanced instruction. These groupings are data-driven and based on multiple indicators, including EOG scores, classroom performance, and teacher recommendations. When appropriate, students may be invited to participate in content instruction with a higher-grade level peer group. In rare cases, whole-grade acceleration may be considered, following a thorough review of the student's academic data, social-emotional maturity, and age.

At the middle school level, AIG and other advanced learners have access to accelerated courses in English Language Arts and Mathematics. Students demonstrating high achievement, as evidenced by scoring at or above the 90th percentile on EOG assessments and maintaining an "A" average in the relevant subject, may be recommended for CDM opportunities or subject acceleration. Middle school students may also access high school-level content when academically appropriate.

At the high school level, students may pursue advanced coursework through honors and Advanced Placement (AP) offerings in core content areas such as math, science, English, and history. Dual enrollment is available through partnerships with local institutions, including Halifax Community College. Additionally, Halifax County Early College High School provides AIG and other qualified students with the opportunity to simultaneously earn a high school diploma and college credits in a supportive, rigorous environment.

Credit by Demonstrated Mastery (CDM) allows eligible students in grades 6-12 to earn credit for select courses by demonstrating mastery of course content through a two-phase assessment process, as outlined by NCDPI. Students and parents are made aware of CDM opportunities through guidance counseling sessions and school communications.

All acceleration decisions are made in collaboration with school administrators, the AIG specialist, classroom teachers, and parents/guardians, ensuring that student readiness, academic performance, and social-emotional development are thoughtfully considered.

**\* Practice H**

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

**Halifax County Schools Talent Development Plan for K-3**

**Objective:**

To identify and nurture emerging talents in K-3 students through early exposure, enrichment, and intentional observation, using existing staff, resources, and structured outreach from the AIG Specialist.

**Components of the Plan**

**1. Universal Talent Observation Window (Grades K-3)**

- **Timeline:** September-October (Yearly)
- **Process:** Classroom teachers complete a brief Talent Development Checklist for all students based on classroom behaviors aligned to gifted potential (e.g., creativity, problem-solving, language use).
- **Tool:** Adapted from NAGC and NC AIG frameworks.
- **Support:** AIG Specialist trains teachers on using the checklist during a back-to-school PD or asynchronous module

**2. Enrichment Push-Ins (Pilot Rotation Model)**

- **Target:** Grades 1-3 initially (focus on 2 schools per quarter)
- **Delivery:** AIG Specialist co-teaches or models enrichment lessons during a rotating schedule using critical thinking, vocabulary-building, and creative problem-solving tasks.
- **Goal:** Expose students to higher-order thinking and allow for authentic observation of potential.

**3. Literacy & Math Talent Packs for Classrooms**

- **Contents:** Compactable, standards-aligned mini-units or challenge activities (e.g., logic puzzles, writing prompts, math riddles).
- **Distribution:** Shared monthly via Google Drive for K-3 teachers.
- **Purpose:** To ensure consistent enrichment exposure to all students without relying solely on pull-out services.

**4. “Bright Spots” Talent Watchlist**

- **Process:** Based on teacher observations and enrichment activity results, schools compile a watchlist of students who consistently show high potential.
- **Goal:** To monitor growth and prepare for more formal screening in Grade 4 using CogAT and EOG results.

**5. Parent Engagement & Resources**

- **Event:** Fall and spring virtual or in-person Parent Nights for K-3 families introducing early signs of giftedness and strategies for nurturing talent at home.
- **Resources:** Handouts on curiosity, perseverance, reading habits, and math games.

**6. K-3 Teacher Capacity Building**

- **Strategy:** Quarterly micro-PD sessions (20–30 minutes) on recognizing early gifted behaviors and integrating enrichment into literacy/math centers.
- **Format:** Virtual or embedded in PLCs using recorded sessions created by the AIG Specialist.

**\* Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Halifax County Schools is committed to promoting equity and excellence by intentionally broadening access to advanced learning opportunities across grades 4–12. This commitment is embedded in the district’s strategic plan, which emphasizes equitable access to rigorous instruction, talent development, and data-informed decision-making.

The district works to shift mindsets by reinforcing the belief that giftedness and advanced academic potential are not limited to traditional high-achievers or a single demographic. Through ongoing professional development, instructional coaches, and school leadership teams, Halifax County Schools fosters a growth-oriented culture where all students are viewed as capable of advanced thinking when provided the appropriate supports.

To expand access, the district will adopt the following key strategies:

- **Data-Informed Identification & Access:** The district uses a variety of data points (benchmark scores, EOG results, classroom performance, and local assessments) to proactively identify students who may benefit from advanced learning experiences—even if they have not yet been formally identified for AIG services. Students demonstrating high potential are provided with frontloading opportunities to build confidence and foundational skills that prepare them for advanced coursework.
- **Flexible Grouping & Enrichment Models:** Schools implement intentional grouping practices and flexible instructional structures that allow students in grades 4–8 to participate in advanced content clusters or accelerated pathways in ELA and mathematics. This includes increased opportunities for students to participate in enrichment activities that emphasize critical thinking and inquiry.
- **Expanded Opportunities in High School:** In grades 9–12, the district offers Honors, Advanced Placement (AP), Career & College Promise (CCP), and dual enrollment options to broaden postsecondary readiness. Students are encouraged to pursue these options based on interest and readiness—not solely on past performance. School counselors and academic advisors play a critical role in identifying and encouraging participation.
- **Mindset Shift through Equity Lens:** The district regularly examines participation data by subgroup to ensure underrepresented students have access to advanced learning opportunities. This includes students from diverse racial/ethnic backgrounds, English Learners, economically disadvantaged students, and students with disabilities. Where disparities are found, the district will initiate targeted outreach, family engagement, and academic support.
- **Strategic Plan Alignment:** Broadening advanced learning access is directly tied to the district’s strategic plan priorities, particularly goals related to academic excellence, equity, and college/career readiness. Action steps include expanding AIG services, building teacher capacity for differentiation, and using EVAAS and other data tools to track progress and identify student needs.

**\* Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Halifax County Schools supports the development of AIG students’ talents and interests by providing a range of extracurricular opportunities both during and outside the school day. Students are encouraged to participate in programs such as Battle of the Books, Odyssey of the Mind, district and regional math competitions, STEM-based enrichment projects, and college tours that expose them to real-world applications of their learning. Eligible students are also supported in applying for prestigious programs like the North Carolina Governor’s School. These opportunities are designed to extend learning beyond the classroom and nurture each student’s academic passions and potential.

**\* Ideas for Strengthening the Standard**

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

**Planned Sources of Evidence**

\* Differentiated lesson plans, video, portfolio

\* Agenda and minutes

\* Purchasing of researched-based accelerated resources

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources		N/A	

Standard 3: Differentiated Curriculum and Instruction

**Halifax County Schools (420) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

Halifax County Schools adapts the North Carolina Standard Course of Study (NC SCOS) to meet the advanced learning needs of AIG students across all grade levels and content areas. Differentiated instruction through enrichment, extension, and acceleration strategies is implemented to modify the content, process, product, and learning environment based on student readiness, interest, and ability.

The AIG Specialist and classroom teachers collaborate to ensure instruction goes beyond grade-level expectations and provides appropriate challenge for high-achieving learners. Instructional differentiation is grounded in research-based strategies and aligned to the guiding principles of the National Association for Gifted Children, which emphasize curriculum that supplements and extends the regular classroom experience.

Flexible grouping, small group instruction, compacted content, and project-based learning are used to challenge gifted learners and promote deeper understanding. Examples include co-teaching and modeling of differentiated instruction by the AIG specialist, classroom-based push-ins and pull-outs, and independent study opportunities. Programs such as Study Island, Edmentum Suite, and Khan Academy provide standards-aligned digital enrichment and acceleration based on individual student performance and interest.

Data-driven decision making is a core part of instructional planning. Teachers and instructional coaches regularly analyze assessment data such as MasteryConnect, CFAs, Exit Tickets, and EVAAS to inform differentiated lesson design and student grouping. Students performing above grade level are provided with tasks and assignments that extend learning beyond the standard curriculum and promote advanced reasoning, creativity, and communication skills.

Through these comprehensive and intentional practices, Halifax County Schools ensures the NC SCOS is adapted to challenge and support gifted learners, aligning with state standards and the district's commitment to equity and excellence in education.

**\* Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Halifax County Schools intentionally uses students' identified abilities, academic readiness levels, and interests to provide differentiated instruction and programming that meets the diverse needs of AIG learners in grades K-12. Student data, including aptitude measures, achievement scores, classroom performance, and interest inventories, is analyzed to develop individualized strategies for enrichment, acceleration, and extension of the North Carolina Standard Course of Study.

Flexible grouping and instructional differentiation are used across content areas and grade levels. AIG students engage in small-group instruction, independent study, enrichment clusters, and interest-based projects that challenge their thinking and promote deeper understanding. Instructional decisions are guided by learner profiles developed from multiple data sources and observations.

At the elementary and middle level, the AIG Specialist collaborates with classroom teachers to design activities and lessons that integrate students' interests and strengths, including hands-on STEM challenges, creative problem-solving, and inquiry/problem-based projects. Whole-group and pull-out enrichment sessions are aligned to student performance data and interest surveys.

At the high school level, students have access to advanced coursework such as Honors, Advanced Placement, and Dual Enrollment opportunities. Instruction is further differentiated through Socratic seminars, research-based projects, and public speaking opportunities that build critical thinking and communication skills. Technology integration, STEM labs, and project-based learning promote student engagement in areas of personal interest and academic strength.

Throughout the K–12 continuum, the AIG Specialist partners with classroom teachers to model strategies and support effective implementation of differentiated instruction. Lessons are designed to stretch high-achieving learners while accommodating various learning styles and preferences. Instructional planning is responsive to student needs and evolves with ongoing formative data and student input.

**\* Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Halifax County Schools incorporates a variety of evidence-based instructional resources and strategies that address the academic, intellectual, social, and emotional needs of K–12 AIG students. These resources are selected based on research-supported practices for gifted learners and are used across learning environments to ensure differentiated, rigorous, and responsive instruction.

Academically, AIG students engage in enriched and accelerated learning experiences using strategies such as curriculum compacting to eliminate previously mastered content and replace it with more complex material, Bloom's Revised Taxonomy to promote higher-order thinking, the Frayer Model and tiered vocabulary instruction for deepening content understanding, project-based learning and problem-solving across content areas to apply learning in authentic, interdisciplinary contexts, and Jacob's Ladder ELA and Reader's Theater to promote analysis, interpretation, and fluency in literacy.

Intellectually, tools such as Paideia Seminars, literature circles, and Socratic discussions foster critical and divergent thinking. Hands-on Equations and STEM activities offer accelerated math and science exploration aligned with gifted standards.

Social and emotional needs are supported through flexible grouping and learning centers that foster peer collaboration, small-group instruction and interest-based projects to nurture self-expression and build confidence, and classroom-based SEL strategies embedded into enrichment activities to address perfectionism, underachievement, and self-regulation.

Teachers and the AIG specialist work collaboratively to select and implement these strategies based on student data, interests, and learner profiles. Ongoing professional development supports staff in adapting these resources to the needs of individual learners.

**\* Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Halifax County Schools is committed to preparing AIG students for post-secondary success by fostering durable skills such as adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility. These competencies are integrated across instructional practices, enrichment opportunities, and real-world learning experiences to support the development of well-rounded learners who are ready to thrive in college, career, and life.

AIG students across grade levels participate in a variety of experiences that intentionally promote 21st-century skills. These include face-to-face and virtual field trips that expose students to local, regional, and global contexts, expanding their cultural awareness, communication, and critical thinking. Elementary AIG students engage in STEAM-based field experiences that align with curricular themes and encourage exploration, creativity, and innovation. Middle school

students participate in science-focused experiences to deepen conceptual understanding and foster curiosity, while high school students attend theatrical performances and college campus visits that build cultural literacy, empathy, and connections to literary analysis and post-secondary pathways.

AIG students are also involved in enrichment programs such as robotics clubs, regional math and STEM competitions, and partnerships with local industries like the solar energy facility. These experiences promote leadership, collaboration, and adaptability while encouraging students to apply classroom learning to real-world challenges.

Technology integration further supports the development of durable skills by allowing students to participate in virtual learning opportunities, research projects, and digital collaboration. Students regularly produce and present learning artifacts that demonstrate content mastery and communication skills while cultivating a sense of personal responsibility and civic engagement.

**\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Halifax County Schools recognizes the critical role of both formative and summative assessments in tailoring curriculum and instruction to meet the diverse needs of AIG learners. A comprehensive range of assessment including MasteryConnect benchmarks, mClass, North Carolina End-of-Grade (EOG) assessments, and classroom-based formative assessments such as exit tickets, performance tasks, and common formative assessments are routinely used to monitor student progress, identify trends, and guide instructional decision-making.

The AIG Specialist collaborates with classroom teachers to analyze assessment data during Professional Learning Community (PLC) meetings. These discussions focus on identifying student strengths, pinpointing areas for growth, and planning differentiated instructional strategies that align with students' readiness levels and learning profiles. Data is used not only to inform flexible grouping, but also to determine pacing, depth, and complexity of content, as well as enrichment and extension opportunities.

Following each benchmark cycle, the AIG Specialist, district staff, and principals work with teachers to adjust instructional plans and regroup students based on demonstrated mastery. Additionally, student performance data helps determine which research-based strategies and scaffolds will be most effective for students working beyond grade-level expectations. This continuous feedback loop ensures that AIG students receive instruction that is appropriately challenging and responsive to their academic needs.

**\* Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Halifax County Schools values collaborative planning as a cornerstone of effective differentiated instruction for advanced learners. To ensure that the academic, social, and emotional needs of AIG students are met, the AIG Specialist works closely with classroom teachers, instructional coaches, EC and ESL staff, school counselors, and administrators.

Instructional collaboration occurs through regularly scheduled Professional Learning Communities (PLCs), where teachers and the AIG Specialist review student performance data, share strategies, and co-develop lessons that incorporate enrichment, acceleration, and extension activities. These sessions also focus on aligning differentiated instructional practices with district pacing guides and the NC Standard Course of Study.

The AIG Specialist supports teachers by modeling differentiated instructional strategies, co-teaching, and providing resources that meet the needs of high-achieving learners. Instructional coaches contribute to this process by facilitating professional development focused on best practices in differentiation, advanced questioning, and higher-order thinking tasks.

At the school level, AIG Representatives act as liaisons between the district AIG program and their colleagues, helping to ensure the consistent implementation of services and supports. School counselors and support staff are also engaged to address the social-emotional development of gifted learners, particularly

during transitions and through small group interventions.

**\* Ideas for Strengthening the Standard**

- Adding additional social-emotional curriculum
- Professional Learning Communities
- AIG Parent Night
- Fostering a Co-teaching environment where all staff who serve AIG students know how to differentiate content and instructional practices to their needs

**Planned Sources of Evidence**

* Social-emotional curriculum	
* PLC's agenda/minutes	
* Data Notebooks	

**Type**

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

Standard 4: Personnel and Professional Development

**Halifax County Schools (420) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

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

The role of the AIG Specialist is fulfilled by certified AIG personnel to effectively meet the demanding needs of all AIG identified learners at the different school levels. We will continue to encourage teachers and staff to become AIG licensed and present opportunities as they arise. The AIG Specialist performs the following tasks:

- Conduct regular AIG School Representative and stakeholders' meetings to share information regarding the gifted program
- Supply information and resource materials for enrichment and interest activities to classroom staff for all identified students
- Provide eligible students with program information and applications for participation in the enrichment programs such as Duke TIP, North Carolina School of Science and Math, Governor's School, Summer Camps, etc.
- Facilitate instructional resource or support sessions with elementary, middle, and high school students
- Screen and assess students for AIG identification.
- Prepare nomination portfolios for potential AIG students
- Maintain and update AIG student files
- Organize and coordinate district wide competitions and activities for the AIG program
- Supports the process of the development, implementation, monitoring, and revision of the district-wide plan.

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports

the implementation of the local AIG program and plan.

Halifax County Schools AIG Specialist engages in tasks that explicitly address the academic, intellectual, social and emotional needs of gifted learners. Halifax County Schools employs a full-time AIG Specialist to support the AIG program and provide services to meet the academic and affective needs of gifted students. AIG Specialist Responsibilities include:

- Advocate for gifted students in the building with school personnel and the community
- Coordinate services for gifted students at their assigned school(s)
- Gather and review screening and referral data during screening windows
- Administer appropriate identification assessments during testing windows
- Communicate weekly with classroom teachers to provide differentiated curriculum and support for gifted students
- Provide direct services to identified students using research-based methods
- Provide nurturing and talent development services to students identified as demonstrating potential for giftedness who are not formally identified
- Provide embedded professional development in the school building to support differentiated academic opportunities for gifted students in the regular classroom
- Participate in professional development at conferences and within the district to enhance skills in gifted education.
- Provide consistent communication with parents/families about screening, referral, identification, and services using newsletters, emails, phone calls, digital spaces, progress reports, and/or parent-teacher conferences
- Maintain documentation of student growth and needs using appropriate differentiated education plans (DEPs) and individualized differentiated education plans (IDEPs)
- Annually review student placement and services for appropriateness
- Maintain NC add-on AIG certification
- Perform additional responsibilities assigned by building supervisor and/or Specialist for Advanced Studies.

**\* Practice C**

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

Halifax County Schools will ensure all personnel involved in AIG programs are equipped with the knowledge and skills to meet the academic, social, and emotional needs of gifted learners through targeted, role-specific professional development.

**1. Classroom Teachers**

- **Focus:** Differentiation strategies, flexible grouping, and identification characteristics of gifted learners.

- **Delivery:**
  - o Annual AIG PD session (2 hours) on differentiation and DEP development
  - o Monthly PLC integration with AIG Specialist support
  - o Access to online AIG modules (NCDPI or district-developed)
- 2. Instructional Specialists (Coaches, Interventionists, etc.)**
  - **Focus:** Supporting teachers in implementing enrichment, extension, and acceleration strategies.
  - **Delivery:**
    - o Quarterly collaboration sessions with AIG Specialist
    - o Training in co-teaching models and coaching for AIG best practices
- 3. Counselors**
  - **Focus:** Social-emotional needs of AIG students, transitions, and support services.
  - **Delivery:**
    - o Annual training on affective needs and guidance strategies
    - o Ongoing consultation with AIG Specialist during student support meetings
- 4. Principals**
  - **Focus:** Oversight of AIG services, compliance with the local AIG plan, and fostering a gifted-friendly culture.
  - **Delivery:**
    - o Annual administrative AIG update (overview of responsibilities and compliance)
    - o Mid-year check-in with the AIG Coordinator for program evaluation and support
- Monitoring:**
  - Attendance logs and PD reflections collected annually
  - Feedback surveys used to plan future sessions
  - AIG Specialist maintains a PD tracker for all personnel groups

**\* Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

<p>Halifax County Schools is committed to increasing the number of educators with an AIG add-on license and to supporting all teachers in developing the competencies needed to serve gifted learners effectively. As part of our district's strategic plan, we actively encourage and support teachers in pursuing AIG licensure through partnerships with local institutions of higher education and through tuition assistance and flexible course scheduling when available.</p> <p>Currently, Halifax County Schools strategically assigns AIG-identified students to general education classrooms led by AIG-licensed teachers whenever possible. In cases where this is not feasible, the district ensures that educators meet local requirements and participate in professional development focused on differentiation, flexible grouping, and instructional strategies that support the needs of gifted students.</p> <p>To ensure equitable access to advanced instruction, all instructional staff including general education teachers, special education teachers, and support personnel participate in ongoing district-led training focused on evidence-based gifted instructional practices. These sessions are designed and led by the AIG Specialist and instructional leaders, and they equip teachers with tools to modify content, process, and product to meet the learning profiles of AIG students.</p> <p>Moving forward, the district will continue to prioritize placing AIG-identified students in classrooms with AIG-licensed teachers and will expand content-specific enrichment opportunities taught by certified personnel in core areas such as ELA, math, and science. Recruitment and retention of AIG-licensed teachers remain a key focus as we strive to build instructional capacity across all schools to ensure high-quality services for our gifted learners.</p>
<p><b>* Practice E</b> Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p>
<p><b>Revised District Response – Practice 4E</b> Halifax County Schools is committed to developing and sustaining a strong pipeline of AIG-licensed educators who reflect the diversity of our student population. The district actively promotes opportunities for educators to pursue AIG add-on licensure through targeted communication, tuition reimbursement programs (when available), and collaboration with local Institutes of Higher Education (IHEs). Priority is given to recruiting educators with AIG licensure during the hiring process, and Human Resources works closely with school administrators to identify high-potential candidates interested in advanced licensure pathways.</p> <p>Retention strategies include providing ongoing professional development that aligns with the local AIG plan, creating mentorship opportunities for new or aspiring AIG teachers, and recognizing the contributions of AIG-certified staff. Halifax County Schools is particularly focused on identifying and supporting candidates from diverse backgrounds through intentional recruitment efforts, partnerships with educator preparation programs that serve underrepresented populations, and leadership development opportunities.</p> <p>Additionally, the district embeds AIG professional learning in its broader instructional framework, ensuring that all teachers, regardless of licensure status, receive training in differentiated instruction and strategies to support advanced learners. These efforts help build capacity across all schools and increase equitable access to gifted services.</p>
<p><b>* Practice F</b> Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.</p> <p>Halifax County Schools is committed to providing focused professional learning opportunities that promote equity and excellence in gifted education. Professional development efforts are designed to address not only instructional strategies, but also the mindsets, policies, and practices that impact the identification and support of gifted learners particularly those from underrepresented populations.</p> <p>The district provides professional development at the beginning of each school year, embedded in the district calendar, for all instructional staff, including classroom teachers, instructional specialists, counselors, and administrators. Additional sessions are offered throughout the year through local, regional, and state-level opportunities. The AIG Specialist provides site-based coaching, consultation, and co-teaching to support the implementation of differentiation strategies and talent development practices in the classroom.</p>

A key focus of ongoing professional learning is on shifting educator mindsets about what giftedness looks like, recognizing potential in diverse learners, and ensuring equitable access to advanced learning opportunities. Sessions emphasize culturally responsive teaching, frontloading strategies, and the use of multiple criteria for identification.

Halifax County Schools aims to supplement district-wide training with targeted learning experiences that empower educators to foster high expectations for all students, increase engagement, and promote continuous academic and personal growth. These professional learning efforts are aligned to state AIG Program Standards and monitored through feedback and instructional observations to ensure impact on student outcomes.

**\* Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Halifax County Schools aligns all professional development opportunities with local AIG program goals, district initiatives, and nationally recognized best practices in gifted education. These learning experiences are designed to refine instructional strategies and build educator capacity to meet the diverse needs of advanced learners across all grade levels.

The district's overarching goals for students include:

- Increasing student achievement through rigorous and differentiated instruction,
- Promoting equity in access to advanced learning opportunities,
- Supporting the whole child through social-emotional learning, and
- Preparing all students to be college, career, and life ready.

Professional development opportunities are intentionally developed to support these goals and reflect the priorities outlined in the district's strategic plan. District-wide sessions are provided at the start of the school year and reinforced through school-based PLCs, targeted coaching, and ongoing support from the AIG Specialist. Topics may include talent development, flexible grouping, instructional scaffolding, culturally responsive teaching, and data-driven decision-making to support AIG identification and service delivery.

Halifax County Schools also supports teacher participation in state and regional gifted education conferences, NCDPI-sponsored AIG professional learning, and collaborative planning with the AIG specialist. These sessions enable educators to refine their application of differentiation strategies and better address the academic, intellectual, and social-emotional needs of high-potential learners.

To ensure meaningful application, the AIG Specialist provides follow-up support through coaching, modeling, and co-teaching. Feedback is gathered regularly to evaluate the effectiveness of professional learning and to adjust based on teacher needs and student outcomes.

**\* Ideas for Strengthening the Standard**

Increase the number of AIG certified teachers within general education classrooms

Develop local requirements for AIG professional development

Increasing capacity for all staff to meet the needs of the AIG student

**Planned Sources of Evidence**

* Attendance logs from PD	
* PD Tracker	
* AIG School Representatives/Team Meetings AIG School Representative Notebooks School level workshops	

Type	Documents	Document Template	Document/Link
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AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

**Halifax County Schools (420) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

Halifax County Schools is committed to cultivating intentional and meaningful partnerships with parents, families, and community stakeholders to support the academic, intellectual, social, and emotional development of AIG students. The district recognizes families as essential partners in the learning journey and strives to maintain open, two-way communication throughout the identification process, service delivery, and transitions between school levels.

The AIG Specialist facilitates regular parent communication through Differentiated Education Plan (DEP) meetings, newsletters, conferences, and parent information sessions. These opportunities ensure that families are informed and engaged in their child's learning plan and understand the services available at each level. Parents are invited to provide input during AIG advisory meetings and have opportunities to participate in decision-making about program goals, enrichment opportunities, and student supports.

In addition to parent engagement, Halifax County Schools actively maintains and expands community partnerships to enrich the AIG experience. Current partnerships include the Fishing Creek Soil and Water Conservation District, the North Carolina Cooperative Extension (4-H), Halifax Community College, local libraries, newspapers, restaurants, and the Center for Solar Education. These collaborations support hands-on learning, project-based experiences, competitions, guest speakers, and field trips that extend students' learning beyond the classroom.

Halifax County Schools is working towards having an active AIG Advisory Board, which includes family and community representatives, meeting biannually to review the effectiveness of the AIG program and discuss ways to support students holistically. Through these partnerships, the district can provide students with academic enrichment, exposure to STEM and environmental education, and social-emotional supports that nurture curiosity, creativity, and confidence.

**\* Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

Halifax County Schools actively partners with a variety of community stakeholders including institutions of higher education, local businesses, and nonprofit organizations to enhance and support services provided through the local AIG program. These partnerships help broaden enrichment opportunities, provide real-world connections to learning, and offer resources that extend beyond the classroom setting.

The district collaborates with Halifax Community College and the North Carolina School of Science and Mathematics to provide exposure to advanced academic programs, dual enrollment opportunities, and STEM-based learning experiences. Through these partnerships, students gain access to college tours,

early college options, and mentoring experiences that promote academic rigor and career exploration.

Halifax County Schools also maintains partnerships with Fishing Creek Soil and Water Conservation District, NC Cooperative Extension (4-H), and the Center for Solar Education, which offer experiential learning opportunities in environmental science, agriculture, and renewable energy. These partners support field trips, student competitions, hands-on learning, and student-led projects aligned with AIG students' interests and strengths.

Local libraries, media outlets, and small businesses further support the AIG program by providing access to resources, guest speakers, and materials that enrich instruction and promote community involvement. These partnerships are strengthened through biannual AIG Advisory Board meetings, which include representatives from these organizations to review program goals and identify additional areas of support.

Through sustained collaboration with a broad network of community stakeholders, Halifax County Schools ensures that AIG students are challenged, inspired, and supported academically, socially, and emotionally in ways that connect learning to future-ready goals.

**\* Practice C**

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

Halifax County Schools is actively working to establish and sustain an inclusive AIG Advisory Board that is representative of the diverse demographics of our district. This advisory group includes family members, community stakeholders, AIG-certified teachers, general education teachers, school administrators, counselors, and support staff. Efforts are made to ensure that membership reflects the racial, ethnic, socioeconomic, and geographic diversity of our school communities.

The purpose of the Advisory Board is to provide meaningful input in the development, implementation, monitoring, and revision of the district's AIG program and plan. The board meets biannually to review program effectiveness, evaluate services, and make recommendations for continuous improvement. These meetings include analysis of student data, program goals, and stakeholder feedback, with a focus on ensuring equitable access and support for all identified students.

By intentionally recruiting diverse voices and perspectives, Halifax County Schools ensures that decisions about gifted education are informed by the experiences and needs of the families and students we serve. The Advisory Board plays a critical role in helping the district develop a responsive, rigorous, and inclusive AIG program that supports academic, intellectual, social, and emotional growth.

**\* Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies and procedures relating to advanced learning and gifted education
- Ways to access advanced learning opportunities

Communication is ongoing and responds to the diverse language and other needs of the community.

Halifax County Schools is committed to providing transparent and accessible communication to all students, parents/guardians, and the broader community regarding the district's AIG program. The district ensures that information about the Local AIG Plan, available services, policies and procedures related to advanced learning, and ways to access gifted opportunities is shared through multiple, inclusive formats.

The AIG section of the Halifax County Schools website will host documents including the AIG Plan, identification procedures, service options, and timelines. This information will also be distributed during school-based parent events, conferences, and community meetings. Flyers, brochures, and presentations are shared both in print and electronically to ensure families receive timely updates.

To meet the linguistic and cultural needs of our diverse population, all major communications are translated into families' home languages. The district collaborates with ESL teachers and interpreters to ensure language access during parent-teacher meetings and AIG-related sessions. Technology tools such as digital translation and accessibility features are also used to increase reach and equity in communication.

**\* Ideas for Strengthening the Standard**

- Established AIG Advisory Board
- AIG Communication Toolkit - flyer, brochures, etc.

**Planned Sources of Evidence**

\* AIG Advisory Board Meeting Agendas and Minutes

\* Stakeholder Communication and Engagement Artifacts

\* Surveys

**Documents**

**Document/Link**

**Document Template**

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability

**Halifax County Schools (420) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

Halifax County Schools has developed a comprehensive Academically and Intellectually Gifted (AIG) Plan that aligns with North Carolina General Statutes (N.C.G.S. 115C-150.5-.8, Article 9B) and the North Carolina State Board of Education policies. The plan is grounded in a continuous improvement model and addresses all components of the NC AIG Program Standards.

The current three-year plan was revised based on a comprehensive review of program effectiveness, which included input from multiple stakeholders. Feedback was gathered through surveys and program evaluations to ensure the plan reflects the academic, intellectual, social, and emotional needs of gifted learners across all grade levels.

The finalized plan was presented to and approved by the Halifax County Board of Education and subsequently submitted to the North Carolina Department of Public Instruction (NCDPI) for review and comment, as required.

The approved AIG Plan is accessible to all stakeholders via the district website and is shared annually to ensure transparency, build awareness, and support consistent implementation across all schools. The plan serves as the foundation for AIG service delivery, professional development, program monitoring, and evaluation to promote equitable access and meaningful support for advanced learners.

**\* Practice B**

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

Halifax County Schools ensures the consistent monitoring and implementation of the local AIG Program and Plan in alignment with current state legislation, Article 9B (N.C.G.S. 115C-150.5), and State Board of Education policies. The AIG Coordinator and AIG Specialist are jointly responsible for overseeing the fidelity of implementation across all components of the AIG program.

Program implementation is reviewed regularly through classroom observations, walkthroughs, data collection, stakeholder feedback, and scheduled check-ins with AIG representatives and school administrators. The AIG Coordinator and Specialist collaborate with school-based teams to ensure that services are being delivered as outlined in each student's Differentiated Education Plan (DEP/IDEP) and that differentiation strategies are embedded in instructional practice.

To support fidelity, Halifax County Schools provides professional development aligned to the goals of the AIG plan. Training is designed to strengthen instructional strategies, promote equity, and enhance the capacity of general education teachers who serve AIG students.

Program evaluation occurs annually and includes surveys of parents, teachers, administrators, and students. This feedback is analyzed to assess the effectiveness of AIG services and identify areas for improvement. Adjustments to program practices and service delivery are made based on findings from this

ongoing evaluation.

Monitoring efforts and program progress will be reported and discussed during AIG Advisory Council meetings. These meetings offer a platform to engage stakeholders in reflective dialogue and ensure that implementation remains student-centered and responsive to the district's evolving needs.

**\* Practice C**

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

Halifax County Schools develops and maintains a budget for the AIG program that aligns with state policy and supports the implementation of the local AIG plan. The AIG Coordinator, AIG Specialist, and Finance Officer work collaboratively to ensure that the state allotted AIG funds and local funds, when applicable, are used responsibly and strategically to address the academic, intellectual, social, and emotional needs of gifted learners.

All expenditures are coded according to the NC Chart of Accounts and follow the guidelines outlined in Article 9B and applicable State Board of Education policies. The budget prioritizes the areas of greatest student and programmatic need, with an emphasis on supporting direct services to students and building the instructional capacity of staff.

Funds are typically allocated for:

- AIG personnel salaries and benefits
- Assessment tools for identification and progress monitoring
- Instructional materials and supplies aligned to differentiated curriculum and enrichment opportunities
- Student participation in academic competitions and enrichment field experiences
- Professional development for teachers, counselors, and administrators
- Travel related to AIG programming and professional learning

Regular monitoring of expenditures ensures fiscal responsibility and program compliance. Budget decisions are reviewed annually and adjusted as needed based on the ongoing evaluation of program effectiveness, student outcomes, and stakeholder input.

**\* Practice D**

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

Halifax County Schools maintains and analyzes multiple sources of disaggregated data to monitor the academic performance, growth, and engagement of AIG students. This includes assessment data from End-of-Grade (EOG) and End-of-Course (EOC) tests, MasteryConnect, Common Formative Assessments (CFAs), classroom assessments, and weekly progress monitoring tools utilized by teachers and instructional coaches. Additional data sources include attendance and discipline data from NCSIS, as well as annual dropout data tracked in collaboration with school counselors and data managers.

The AIG Specialist works in partnership with the District Testing Coordinator, school administrators, and instructional staff to collect, analyze, and interpret this data to identify trends and patterns over time. This information is used to evaluate student progress, inform instructional planning, and refine services to ensure equity and excellence for all identified students.

Data analysis is conducted in various forums including grade-level Professional Learning Communities (PLCs), AIG team meetings, parent-teacher conferences, and district data discussions. This collaborative approach allows for a comprehensive understanding of each student's needs and supports early intervention where necessary.

Disaggregated data is reviewed by subgroup (e.g., race/ethnicity, gender, socioeconomic status) to address any opportunity gaps and to inform ongoing adjustments to mindsets, policies, and practices. This ensures the district's commitment to equity in access, support, and outcomes for gifted learners.

Results and findings will be shared with key stakeholders, including school staff, families, and the AIG Advisory Board, to support transparency and drive continuous improvement in AIG services.

**\* Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Halifax County Schools is committed to ensuring that all students, regardless of race, ethnicity, socioeconomic status, language background, or other exceptionalities, have equitable access to identification, services, and retention in the AIG program. To support this, the AIG Specialist annually monitors and analyzes multiple data sources related to referral, identification, service delivery, and student retention.

Disaggregated data is reviewed to identify trends and potential barriers to access for underrepresented student groups. This includes examining the demographic breakdown of the total student population in comparison to that of identified AIG students. While the district serves a majority African-American population and more than 75% of students are economically disadvantaged, the AIG program continues to seek proportional representation that reflects the broader demographics of the school system.

In collaboration with NCSIS data managers, testing coordinators, and instructional staff, the AIG Specialist reviews achievement data, teacher referrals, and participation in AIG services. Special attention is given to students who are English Learners (ELs), Exceptional Children (EC), and those from low-income backgrounds to ensure their potential is not overlooked due to systemic or cultural bias.

The AIG Specialist also works closely with EL and EC teachers to provide training and resources on identifying gifted characteristics in diverse learners and to solicit referrals of students who may demonstrate advanced abilities in nontraditional ways. Ongoing professional development and awareness training help support staff in applying an equity lens to both identification and service practices.

This continuous analysis and reflection process helps guide program adjustments and targeted talent development efforts to broaden participation in AIG services and ensure high-potential learners are appropriately identified and supported.

**\* Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

Halifax County Schools maintains and utilizes up-to-date data on the licensure and credentials of all personnel serving K-12 AIG students to ensure alignment with the goals and strategies outlined in the local AIG plan. The Human Resources Department regularly monitors licensure records, including AIG add-on certifications, and communicates updates to the AIG Coordinator.

The AIG Coordinator collaborates with the Director of Human Resources to identify certified AIG staff, track progress toward licensure for those in process, and verify that AIG-identified students are being served by appropriately credentialed educators whenever possible. This data is used to inform staffing decisions, professional development planning, and long-term recruitment efforts aligned to program needs.

In alignment with district goals to expand access to high-quality gifted services, the AIG Coordinator and Specialist actively promote licensure pathways by sharing information on state-approved AIG coursework, university partnerships, and financial assistance opportunities for educators pursuing the AIG add-on license. These efforts are designed to increase the number of licensed AIG educators across grade spans and ensure the sustainability of differentiated services for gifted learners throughout the district.

**\* Practice G**

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

Halifax County Schools will regularly collect feedback from parents, students, teachers, school administrators, and community stakeholders to evaluate the effectiveness of the AIG program. Input will be gathered through annual surveys, stakeholder meetings, observations, and conferences. This feedback informs ongoing revisions to service delivery, professional development, and identification practices. The AIG Advisory Committee will review stakeholder input to recommend strategies for improvement aligned with program goals.

**\* Practice H**

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

Halifax County Schools shares evaluation data from the local AIG program with school and district staff, students, families, and community stakeholders to ensure transparency and promote continuous improvement. Data is shared through school-based meetings, district meetings and community reports. An annual AIG Fact Sheet will be developed to summarize key findings and trends and will be distributed across stakeholder groups. Data from assessments, surveys, and program evaluations are used to guide strategic planning and inform revisions to AIG services. Administrators, teachers, counselors, and parents receive relevant data to support instructional decision-making and student services. The AIG department also honors individual data requests to ensure accessibility. Efforts are made to communicate data in a family-friendly format, including translation support where necessary, to meet the needs of all stakeholders.

**\* Practice I**

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


Halifax County Schools safeguards the rights of all AIG students and their families. An AIG Handbook will be developed that will document policies and procedures. The handbook will be distributed biannually to families and available at each school, will include procedures for informed consent related to identification, placement, and reassessment; processes for student transfers between LEAs; and steps for resolving disagreements. Prior to any evaluation, families receive a consent to evaluate form. Reassessment will also require parental consent. Student records are only released to another school or agency upon receipt of a signed release form from the parent or guardian.

In the event of a disagreement regarding AIG identification or services, families may follow the Due Process Appeals Procedure:

1. Parent-Teacher Conference with AIG Specialist
2. Conference with the School Principal
3. Appeal to AIG Coordinator
4. Appeal to Assistant Superintendent
5. Appeal to Halifax County Schools Board of Education

6. State-Level Grievance Procedure

All policies align with Article 9B and uphold the confidentiality and rights of students and families.

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**\* Ideas for Strengthening the Standard**

- Established Advisory Board

**Planned Sources of Evidence**

\* AIG Data One-pager

\* Data Notebook

\* AIG Handbook

**Type** Documents  
Document Template

Document/Link

AIG Standard 6 Additional Resources

N/A