Granville County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 03-JUN-19
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Submitted to NC Department of Public Instruction on: 01-AUG-19

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

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

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

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

Granville County Schools Vision for local AIG program: Granville County Public Schools Vision for local AIG program: Granville County Public Schools values gifted students as diverse learners, whose individual needs require identification and services that provide rigorous and enriching academic and intellectually nurturing opportunities to attain their highest potential in our globally competitive society.

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

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

- **Standard 1: Student Identification** ................................................................. 3
- **Standard 2: Comprehensive Programming within a Total School Community** ........................................ 7
- **Standard 3: Differentiated Curriculum and Instruction** ............................................. 12
- **Standard 4: Personnel and Professional Development** ............................................ 17
- **Standard 5: Partnerships** .................................................................................. 20
- **Standard 6: Program Accountability** .................................................................... 22
Standard 1: Student Identification

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

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response:
Partner with EC, ELL, Director of Federal and Title Programs, and Director of Equity to best recognize and serve students.
Look at district and school level norms rather than national norms to determine placement in the AIG program.
Students will be normed at the school and district levels. Students who score in the top 10% of their schools may demonstrate the need for accelerated services thus requiring placement in the AIG program.
Create teams that consist of the LEA representative, AIG Specialists, General Education teacher, Exceptional Children’s teacher, school Counselor & the English Language Learner teacher to assist with recruitment and identification of under-represented populations.
The school-based committee will examine all traditional as well as non-traditional standardized measures to assist with the identification of students.

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

District Response: The Academically/Intellectually Gifted Program of GCPS identifies students in grades 3-12 for AG or IG differentiated services.
A student must demonstrate evidence of mastery of the curriculum well above grade level in reading/language arts and/or mathematics to be identified for AIG differentiated services through the AIG Program.
A student must demonstrate evidence of intellectual ability well above their age peers to be identified for IG differentiated services through the AIG Program.
All 3rd grade students are administered the Cognitive Abilities Test as the universal screener during the first 45 days of school.
All local standardized scores are screened yearly with purposeful consideration for underserved populations.
To be considered for AG differentiated services in reading/language arts and/or mathematics, the following criteria may be reviewed:
  * Nationally normed referenced aptitude or ability tests, composite or sub-tests
  * Nationally normed
referred
    achievement tests in reading/language arts and/or mathematics. The test used are the Iowa Basic
Skills, the Woodcock
    Johnson, the Naglieri Nonverbal Ability Test 2, and the Otis Lennon. Students must score in the
90th percentile on two
    of the tests to be served by the AIG program
*Gifted rating scales (research-based) completed by the teacher or parent/guardian that indicate
gifted characteristics in
    general intellectual ability, reading/language arts, mathematics, creativity and/or leadership
*Student interview, motivational checklist, or interest inventory that reflects a high level of
performance.
    *Extracurricular activities that provide evidence of creativity and leadership, and/or extreme interest
in reading and/or
    mathematics.
*Student grades in reading/language arts and mathematics. *Portfolios that demonstrate above
grade level work in
    reading/language arts and/or mathematics. *Off-grade level assessments
*MClass/iReady/iStation/Edmentum, BOG,
    Read to Achieve, Benchmarks,(non-traditional measures/supportive qualitative evidence such as
artifacts)
To be considered for IG differentiated services, the following criteria may be reviewed:
    *97th percentile or higher on a nationally normed referenced aptitude or ability test/s, composite or
sub-tests.
    *Gifted rating scales (research-based) completed by the teacher or parent/guardian that indicate
gifted characteristics
    in general intellectual ability, reading/language arts, mathematics, creativity
    *Student interview or interest inventory that reflects a high level of intellectual pursuits.
    *Portfolios that demonstrate a high level of intellectual pursuits. *List of extracurricular activities that
provide evidence
    of creativity and leadership.
The students are screened and if the percentile is 85% or higher, students will be tested further with
an academic test. Students must make a 90% or higher or be in the top 10% of the school.
Once a student places into the AIG program, the student maintains the identification as long as
he/she attends Granville County Public Schools.
Transfer students who enter the district already identified as AIG are temporarily placed into the AIG
program. Once all records and paperwork regarding placement is received, the student is placed
permanently into the program. (No further testing is required)

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

**District Response:**
Partner with EC, ELL, Director of Federal and Title Programs, and Director of Equity to best recognize and serve students.

Look at district and school level norms rather than national norms to determine placement in the AIG program.

Students will be normed at the school and district levels. Students who score in the top 10% of their schools may demonstrate the need for accelerated services thus requiring placement in the AIG program.

Create teams that consist of the LEA representative, AIG Specialists, General Education teacher, Exceptional Children's teacher, school Counselor & the English Language Learner teacher to assist with recruitment and identification of under-represented populations.

The school-based committee will examine all traditional as well as non-traditional standardized measures to assist with the identification of students.

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

**District Response:** AIG Specialists will conduct whole group lessons in all K-3 classes. In conjunction with the classroom teacher an observational checklist will be completed. The teacher will then identify at least 3 students that need to be in the NURTURE program.

Use the Primary Education Thinking Skills (PETS) program Projects-based Learning to serve students in grades K-3 NURTURE program.

Mclass/iStation/Edmentum assessment data may also be used to identify NURTURE students in grades K-3

3rd grade students across the county will be screened during the Fall semester using the CogAT
4th -12th grade students will be screened using the EOG/EOC results of 85% or higher

Teachers, parents, and students may nominate students for testing

Students are given academic and aptitude tests after being screened.

Monthly meetings of the AIG team, consisting of specialists and director. The meetings are to discuss and plan lessons, plan and develop testing schedule and processes, assess data, look over scores from testing, discuss identification of students and upload information in the Learning Management System (PowerSchool) for headcount.

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

**District Response:** Host AIG Parent Night where identification and screening information is given to all participants

Disseminate grade-span brochures and quick reference guides

Provide procedures and FAQs on the district website with screening, nomination, and identification information

Integrate distribution of program and placement information throughout the year at events such as
Kindergarten registration, Open Houses, Curriculum Nights, Title I Nights, Parent/Teacher Conferences, etc…
Conduct staff training for all new hires to include an overview of the AIG program and the screening and identification process
AIG Refresher Training for each school at the beginning of the year to ensure that everyone understands the process for screening and identification utilizing a "standard presentation" (PowerPoint). This presentation will be posted on the district website.

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

District Response: The AIG Program guide explains the identification process and service options for AIG students. The parents and teachers are given this program guide when the students are first nominated.
The Differentiated Education Plan (DEP) is revised annually to include the students' service delivery options of differentiation, acceleration, & extensions. A copy of the DEP is placed in the student's folder and kept at the school that the student attends. The parents/guardians are provided with a copy of the DEP.
The DEP is explained to the teachers and the parents. Parents have the opportunity to ask questions and suggest ideas to help with the service options for their child.

Ideas for Strengthen the Standard: *Implement a standard district-wide procedure for developing DEPs that will be articulated to all stakeholders involved
*Include parents/guardians in the development of DEPs by inviting them to meet with the school-based AIG team (AIG Specialist, LEA Representative, and general education teacher the first 30 days of school
*Outline strategies to monitor the screening, referral, and identification practices to make sure they are implemented consistently across the district
*Review all procedures for DEP development and monitoring strategies with school staffs during faculty or grade level meetings

Sources of Evidence: *Copy of the district procedures for the development of DEPs
*Signed copies of DEPs with AIG school-based team signatures as well as parent signatures
*Copy of checklist of strategies for screening, referral, and identification practices
*Agenda and sign-in sheets of faculty or grade level meetings


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

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

**Practice A**

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

**District Response:** Students are given instruction through both the classroom settings with differentiation and through the AIG specialists with specific enriched activities. Students may also be given assignments based on their specific interests. Middle school students will engage Projects-Based Learning, Problems-Based Learning, and Literacy Design Collaborative and Math Design Collaborative activities to address their learning needs. High School students are encouraged to take Honors, AP, and early college courses. High School students may enroll in Virtual Enterprise and are encouraged to enroll in the College and Career Readiness Program. Students at the middle and high school levels will be given the opportunity to participate in Credit by Demonstrated Mastery. The AIG High School Team will plan enrichment activities such as college tours, academic competitions, field trips, and internships for high school students. Middle and High School students may enroll in CTE Courses of choice. Provide tuition for high school teachers wishing to teach AP courses receive training through the AP Institute. Middle school teachers and counselors will complete the Local AIG criteria (online modules). Students may enroll in on-line high school courses in middle and high school.

**Practice B**

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** Meets and adheres to the expectations of local AIG plan which is voted on and supported by the Granville County Public School Board. Provide AIG services at all grade spans. Provide a Nurture program for K-3 and pull out services for 4-5. Extended activities and cluster grouping in middle schools. Local criteria requirement for middle school teachers and counselors. Honors and AP courses will be offered in high school. Elementary AIG students are pulled out and receive services with the AIG Specialist who plans enriched activities that are challenging and rigorous and aligned with the GCPS Units of Study. The
AIG Specialists will also implement LEA initiatives, Projects and Problems-based Learning and student choice. Middle School AIG students will be exposed to LEA Initiatives, Projects Based Learning and Problems-Based Learning activities provided by the AIG Specialists, as well as Literacy Design Collaborative and Math Design Collaborative provided by the general education teacher. The AIG Specialist uses the William and Mary Literature units, Measure Up units, Junior Great Books, Expeditionary Learning, Historical Connections Mathematics, and the Jacob’s Ladder units, as well as the 8 Mathematical Practices

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

**District Response:**
Cluster grouping at the elementary and middle school level. Students with like scores and grades will be cluster grouped in Language Arts and Math classes. Student progress is monitored and data will be analyzed quarterly. New groups will be formed if warranted. AIG students will be placed in Advanced Placement and Honors Placement courses at the high school level.

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

**District Response:**
Provide AIG training at the beginning of the year for all schools. Meet with regular education teachers to explain the AIG process and to get input prior to pulling students out for services. Provide teachers and administrators with brochures about the AIG program. Post AIG Program Powerpoint on the Granville County Public Schools AIG website.

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

**District Response:**
Staff training powerpoint at the beginning of the school year and placed on the district website
Informational brochures about the AIG program will be placed in all schools
Facilitate teacher meetings and conferences
Schedule time to speak at team meetings/PLCs to explain the process and to gather information about the students
Distribution of transition letters for 5th grade to 6th grade
Distribution of transition letters for 8th grade to 9th grade
Host "Transition Night" to disseminate information about the changes between the grade span programs

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

**District Response:** Students are given instruction through both the classroom settings with differentiation and through the AIG specialists with specific enriched activities.
Students may also be given assignments based on their specific interests.
Middle school students will engage Projects-Based Learning, Problems-Based Learning, and Literacy Design Collaborative and Math Design Collaborative activities to address their learning needs.
High School students are encouraged to take Honors, AP, and early college courses.
High School students may enroll in Virtual Enterprise and are encouraged to enroll in the College and Career Readiness Program.
Students at the middle and high school levels will be given the opportunity to participate in Credit by Demonstrated Mastery
The AIG High School Team will plan enrichment activities such as college tours, academic competitions, field trips, and internships for high school students
Middle and High School students may enroll in CTE Courses of choice
Provide tuition for high school teachers wishing to teach AP courses receive training through the AP Institute
Middle school teachers and counselors will complete the Local AIG criteria (online modules)
Students may enroll in on-line high school courses in middle and high school
All counselors, administrators, and teachers (including AIG Specialists will receive training on ACEs (Adverse Childhood Experiences, Bully Prevention, Social and Emotional Learning instructional practices, Restorative Justice Practices, Drug Prevention, Trauma Informed Care, and Kagan Cooperative Learning

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

**District Response:** Credit by Demonstrated Mastery process in place for middle and high school students
Off-grade level testing to help determine grade acceleration
Nationally normed referenced aptitude or ability tests, composite or sub-tests may be presented by the parent from a private professional for consideration of grade accelerations
Middle and high school students may take on-line classes to help with grade acceleration
Students may read with a reading group in a higher grade level if needed. The same applies for math
Students may complete independent assignments that provide more rigor and in their area of interest

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

**District Response:** Look at district and school level norms rather than national norms to determine placement in the AIG program. Students will be normed at the school and district levels. Students who score in the top 10% of their schools may demonstrate the need for accelerated services thus requiring placement in the AIG program.
Create teams that consist of the LEA representative, AIG Specialists, General Education teacher, Exceptional Children's teacher, school Counselor & the English Language Learner teacher to assist with recruitment and identification of under-represented populations.
The school-based committee will examine all traditional as well as non-traditional standardized measures to assist with the identification of students
Serve AIG-like students who have not been identified
Provide summer camps targeting under-represented populations

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

**District Response:**
Summer Camps facilitated by AIG Specialists and master teachers for AIG students based on interest
STEM camps offered to AIG and non-AIG students
Offer robotics clubs at the middle and high schools
Participation in academic competitions at the district and state level
Provided the opportunity for students to participate in college tours and field trips
Students are encouraged to participate in the Duke TiP program
Establish and maintain collaboration with the NC School of Science and Math
Ideas for Strengthen the Standard: *Meet monthly with general education teachers during their planning times or PLCs to plan lessons, projects, or activities that support their lessons and standards being taught and district initiatives
*Incorporate district initiatives in AIG lesson plans

Sources of Evidence: *Minutes of PLCs/meetings
*Copies of lesson plans
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: Elementary School AIG students receive services with the regular classroom teacher who differentiates within the class. The students are pulled out and receive services with the AIG Specialist who plans enriched activities that are challenging and rigorous and aligned with the GCPS Units of Study. The AIG Specialists will also implement Projects and Problems-based Learning and student choice to meet the academic needs of the AIG students. The AIG Specialist uses the William and Mary Literature units, Measure Up units, Junior Great Books, Expeditionary Learning, Historical Connections Mathematics, and the Jacob's Ladder units, as well as the 8 Mathematical Practices. Provide pull-out opportunities for non-AIG students in grades 4 and 5 whose grades are comparable to those of identified AIG students (This occurs generally in schools with high numbers of students of low wealth and a high number of under-represented populations). Middle School AIG students will be exposed to Projects Based Learning and Problems-Based Learning activities, as well as Literacy Design Collaborative and Math Design Collaborative. 1:1 technology to create personalized learning environments. AIG students are grouped with non-AIG students with similar learning characteristics for English Language Arts and/or Math. Middle School students may elect to take an AIG on-line class (Patterns of Design). High School AIG students are encouraged to take Honors and AP courses each semester *1:1 technology to create personalized learning environments.

All of the units of study that the specialist provide for the students are based on the GCPS pacing guides that reflect the North Carolina Standard Course of Study.

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

District Response: Students are given instruction through both the classroom settings with differentiation and through the AIG specialists with specific enriched activities. Students may also be given assignments based on their specific interests. Middle school students will work using Projects-Based Learning, Problems-Based Learning, and Aligned Best-Practice activities to address their learning needs.
High School students are encouraged to take Honors, AP, and early college courses
Students at the middle and high school levels will be given the opportunity to participate in Credit by Demonstrated Mastery
Designate an AIG Coordinator for each high school to monitor student placement, DEPs, facilitate meetings, and to plan enrichment activities. The AIG Coordinators are paid a stipend out of AIG funds as compensation
The AIG High School Team will plan enrichment activities such as college tours, academic competitions, field trips, and internships for high school students
Middle and High School students are encouraged to enroll in CTE Courses of choice
Teachers teaching AP high school courses receive training through the AP Institute
Middle school teachers and counselors will complete the Local AIG criteria (online modules)

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

District Response:
AIG Specialists will attend NCAGT and ECU conferences to support gifted programming
AIG Specialists will attend monthly AIG PLCs/meetings to plan and make district-wide decisions
Integrate the PETS program into the K-3 curriculum
The AIG Specialists use the William and Mary Literature units, Measure Up units, Junior Great Books, Historical Connections Mathematics, and the Jacob’s Ladder units.
Implement Projects-based Learning, Problems-based Learning, Literacy Design Collaborative, and Math Design Collaborative into the 6th-12th grade curriculum
Provide Summer STEM Maker camp to middle and high school students to better prepare them for placement in advanced courses

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

District Response:
Provide high school students the opportunity to enroll in Granville Early College (earning both a high school diploma and an Associate’s Degree at the completion of the program)
Provide STEM Maker Camps during the summer (when funds are available)
High schools partner with businesses to provide students apprenticeships, internships, and community service projects
Provide high school students the opportunity to enroll in the Virtual Enterprise Program
Partner with Vance Granville Community College to increase the number of students enrolling in the College and Career Program (CCP)
Host “Technology and Coding Nights"
Practice E
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response:
Use End-of Grade, End-of-Course, EVAAS, and mCLASS, iReady, iStation, and Edmentum assessment data to flexibly group students for reading groups in grades K-5
Use End-of Grade, End-of-Course, EVAAS, and mCLASS, iReady, iStation, and Edmentum assessment data to flexibly group students for English Language Arts and Math classes as well as enrichment classes in grades 6th-8th
Develop and implement pre and post assessments to guide teacher instruction
AIG Specialists will analyze data to determine student need and to assist with planning enrichment activities

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

District Response: AIG Summer Nurture Camps for 2nd grade students (rising 3rd grade students) run by the AIG Specialists.
AIG Summer Camp run by the AIG Specialists for rising 4th-6th grade students centered around critical thinking skills and a particular instructional theme
Collaborate with the Arts Department to provide exposure to the arts during a two day event called "Kaleidoscope" and "Night of the Stars"
AIG specialist will implement a new curriculum by Creative Learning that has a series of books that focus activities on the social and emotional needs of gifted learners.
Sponsor the district-wide Spelling Bee and the Battle of the Books
Implement Restorative Justice Practices in all schools
Create a district-wide "No Bullying" policy and implement programs that are appropriate for each grade span
Implement Trauma Informed Care practices throughout the district
Implement district-wide age appropriate Drug Prevention programs

Practice G
Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.
**District Response:** AIG Specialists will conduct whole group lessons in all K-3 classes. In conjunction with the classroom teacher an observational checklist will be completed. The teacher will then identify at least 3 students that need to be in the NURTURE program. Use the Primary Education Thinking Skills (PETS) program to serve students in grades K-3 NURTURE program, district Units of Study as well as Projects-Based and Problems-Based activities Mclass/iStation/iReady/Edmentum assessment data may also be used to identify NURTURE students in grades K-3
Host the Summer Nurture Camp for under-represented rising 3rd grade students to work on critical thinking skills. This is prior to the administration of the CoGATs
Host "Technology and Coding Nights"

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

**District Response:**
AIG Specialists will create Local AIG Criteria (online module) that will be required by all middle school teachers and counselors who are not AIG certified
Regular education teachers and AIG Specialists will meet to discuss the services for the AIG students
Collaborate with Literacy and Math coaches to provide Professional Development strengthen the knowledge of the curriculum and to assist with the development of differentiated lessons

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

**District Response:** Teacher checklist for the PETS program
Portfolios for K-3 with the documentation of lessons from PETS and local Units of Study DEPs are created each year by the general education teacher in conjunction with the AIG Specialist outlining the service delivery plan.
The AIG Specialists and the school-based team, consisting of the LEA Representative, the student’s general education teacher, and the parents, to explain the DEP and to get feedback from the parents/guardians. Parents have the opportunity to suggest service opportunities.
Parent meet annually to review DEPs
During the transition years (5th-6th) and (8th-9th) the Director of AIG Services and AIG Specialists will host a Parent Night to provide information about the grade span changes to the AIG program

**Ideas for Strengthen the Standard:** *Use student data to inform grouping practices. After quarterly
progress monitoring revisit the data to rearrange groups as needed
*Implement professional development for counselors, general education teachers, AIG Specialists, and administrators on curricular and instructional practices that support the social and emotional needs of AIG practices (Restorative Justice Practices, ACEs (Adverse Childhood Experiences, Trauma Informed Care, Bully Prevention programs, School-based Mental Health, SEL (Social and Emotional Learning) instructional strategies, and Kagan Cooperative Learning)

**Sources of Evidence:** *Copy of student groups
*Copy of agendas, sign-in sheets, and description of training sessions
Standard 4: Personnel and Professional Development

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

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

**District Response:** Employ licensed AIG Specialists who will serve and facilitate the AIG Program (salaries are funded by AIG funds)
Designated AIG Certified Specialist will serve as Coordinator of AIG Services to help facilitate the AIG program
Director of AIG Services is not AIG licensed; however, the Coordinator of AIG Services is licensed and facilitates the development of the AIG plan and assists with the facilitation of program events and activities

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

**District Response:** AIG Specialists serve K-3 students once a week with the PETS program. They also serve the 3rd (second semester) -5th once a week for each identified area
AIG Specialists attend the yearly AIG conference, and the AIG Director and Coordinator attend the regional and state meetings
AIG Specialists conduct camps for AIG students during the summer
AIG Specialists will provide a refresher training session for staffs at the beginning of each school year

AIG Specialists complete DEPs for all AIG students (High school coordinators complete the DEPs at the high school level and provides guidance on course selection)

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

**District Response:** Granville County local AIG criteria: eight on-line modules that all middle school teachers and counselors are required to complete over the course of two years.
Middle school AIG students are placed in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA’s professional development requirements
Provide an overview of Granville County Public Schools AIG Plan focusing on differentiation, curriculum and instruction, and student Identification. Middle schools staff are required to complete the 8 modules on the following topics: Differentiation, Independent Projects, Tiered Assignments, Compacting, Questioning, Seminars, Collaborative Learning, and Grouping. Counselors as well as teachers and administrators will receive professional development in Trauma Informed Care, Resiliency, Adverse Childhood Experiences (ACEs), Youth First Aid Mental Health, Suicide Prevention and an overview of the AIG plan focusing on the social and emotional needs of the AIG students.

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

**District Response:** Middle school students will be clustered with like students and placed in regular education classes taught by teachers who meet the local AIG criteria. Elementary students will be served by AIG Specialists.*High School students will enroll in Honors and AP courses.
Granville County local AIG criteria: eight on-line modules that all middle school teachers and counselors are required to complete over the course of two years. Middle school AIG students are placed in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA’s professional development requirements.

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

**District Response:**
Middle school local AIG criteria requirement (8 modules)
High School teachers attend AP institute
AIG specialists attend state AIG conferences and attend monthly PLCs to discuss best practices and how the AIG program fits in with district initiatives such as Balanced Literature, Literacy Design Collaborative, Math Design Collaborative, and Projects-Based Learning
AIG Director attends regional and state coordinators’ meetings and trainings
Middle and high school teachers will be trained in Literacy Design Collaborative and Math Design Collaborative
Implement sessions on differentiation to provide interventions as outlined and required by MTSS.
**Practice F**
Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:**
AIG Specialists attend the AIG Conference held at ECU each year and the NCAGT Conference
The Director of AIG services and the AIG Coordinator will attend the regional meetings
AIG Specialists will meet with all staff to provide training and set planning sessions
AIG Specialists will meet monthly with regular education teachers to plan and participate in PLCs

**Ideas for Strengthen the Standard:**
*Monitor the completion of the 8 AIG modules
*Provide professional development for counselors, general education teachers, AIG Specialists, and administrators on curricular and instructional practices that support the social and emotional needs of AIG practices (Restorative Justice Practices, ACEs (Adverse Childhood Experiences, Trauma Informed Care, Bully Prevention programs, School-based Mental Health, SEL (Social and Emotional Learning) instructional strategies, and Kagan Cooperative Learning)

**Sources of Evidence:**
*Individual school spreadsheet of staff members who have completed the AIG modules
*Copy of agendas, sign-in sheets, and description of training sessions
Standard 5: Partnerships

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

Practice A
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: Partner with businesses to provide internships and shadowing for high school students
Collaborate with community colleges to dual enroll high school students and middle school students in needed cases
Solicit regular education to teachers to lead summer camps along with our AIG Specialists *Work closely with the Duke TiP program and the NC School of Science and Math
Recruit students to Governor’s School
Form a Parent Advisory Committee and meet quarterly to discuss the needs of the AIG community
Partner with Cardinal Innovations to provide training to staff to address the mental, social and emotional needs of the AIG students
Partner with local agencies to provide School-based Mental Health
Partner with the local health department

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

District Response:
Host AIG parent night to inform parents of the AIG program
Meet quarterly with Parent Advisory Committee
Post pertinent information to the AIG website
Create brochures to be placed at each school and central office *
Post AIG Powerpoint presentation to the district website
Present AIG data at the local school board meetings

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

**District Response:** Each year invite parents, grandparents, non AIG teachers, and central office instructional staff to participate on the Parent Advisory Committee which will meet every quarter to discuss the local AIG program, provide feedback on how to strengthen the program, and to take information back to their

The members of the committee will consist of parent representatives from K-5, 6-8, and 9-12. The group will be diverse in that it will be comprised of males, females, and different ethnic groups AIG Specialists also serve on the committee

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

**District Response:** Opportunities that may be of interest to the AIG students and families will be posted to the AIG website
Information about the AIG program is shared with parents monthly
Automated Connect-Ed calls will go out to households announcing upcoming events. These messages can be translated to the student's native language

**Practice E**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** Partnerships with local community colleges (VGCC) to offer dual enrollment for high school students which will allow them to complete school with an Associate’s degree and/or two years of college transfer credits
Partnerships with Duke TiP and the North Carolina School of Science and Math
Partnerships with the local banks, industries, accounting firms, and law offices to provide internships (some paid) and shadowing opportunities

**Ideas for Strengthen the Standard:** *Increase the number of times that the AIG Advisory Board meets to 3 times a year to give stakeholders an opportunity to provide feedback about the effectiveness of the AIG Program

**Sources of Evidence:** *Schedule of planned meetings
*Copy of the agendas, minutes, and notes of the meetings
Standard 6: Program Accountability

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

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

District Response:
AIG Plan written and revised by the AIG team which consists of the Director of AIG Services, AIG Coordinator, Principal representative, teacher representative, and the Parent Advisory Team
Approval by local school board by May 2019 *Plan submitted to NCDPI by July 15, 2019

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

District Response:
The Director of AIG Services and the AIG Specialists develop and implement the local AIG plan
AIG team makes revisions as needed
DEPs are written and revisited and revised each year
AIG budget is monitored by the Director of AIG Services to ensure that AIG funds are being utilized appropriately
The Director of AIG Services will conduct at least one of the AIG Specialists' evaluations in NCEES or any other state adopted platform

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

District Response:
The Director of AIG Services ensures all funds allocated for AIG services will be used for such intentions
The Director of AIG Services meets with the Finance Officer at the beginning of each fiscal year to go over the state allocation and at the end of the year to make certain that no funds remain in the
Practice D
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response:
The Director of AIG Services analyzes and shares student growth and achievement with AIG Specialists and district and school administration. Data reviewed: End Of Grade, End Of Course, Advanced Placement exam, scholarships awarded, and drop-out numbers
The AIG data is shared with the School Board and the community members at a scheduled board meeting

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

District Response: Analyze the data of under-represented populations on a yearly basis
Track the number of students who attend the Summer Nurture Camp to measure the correlation of the number who attend the camp and are identified for AIG services
Share data with AIG Specialists, district and building level administrators
Present data to the School Board and community at a scheduled board meeting

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

District Response: Work with Human Resources to maintain PD requirements and AIG licenses

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

District Response: Create surveys for parents, teachers, and administrators to gather input about the AIG program to be completed yearly (paper and electronic copies will be provided)
Use the survey data to inform the selection of services provided
Meet at the beginning of the school year with each principal to get feedback about the AIG services
and determine how the AIG program can help meet the needs of his/her students

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

**District Response:**
Utilize the feedback from the surveys to inform program practices
Use the input from the Parent Advisory Team
Analyze the EOG and EOC data of the AIG students
Analyze student grades and classroom discipline
Look at scheduling and course offerings

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

**District Response:** Data will be posted to the AIG website
Director analyzes and shares student growth and achievement, as well as drop-out data with AIG Specialists and district and school administration: EOG, EOC, AP, scholarship information
The AIG data is shared with the School Board and the community members at a scheduled board meeting

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

**District Response:**
*AIG Parent Handbook with rights, identification, services, procedures, and practices will be issued at each DEP meeting
*The following is a list of opportunities for parent input throughout the decision-making process for the need for AIG services. If nominated for the AIG Program the parent/guardian shall receive
  * AIG Program Guide *
  * Notification of Nomination form *
  * Comprehensive Student Profile form
  * Results of the Nomination form
  * Results of the Evaluation form
*If not identified:
  Reassessment Procedures
  In grades 4-8 an annual review process is conducted by the AIG School-based Team to determine
  the need for changes
  in placement.
  If a change in service is needed AIG-SBT will make the recommendation and involve the
  parent/guardian.
*Procedures for disagreements with any recommendations made during the nomination, referral, or
identification process:
  Appeal to the AIG School-based Team *Appeal to building level principal
  Appeal to Director of AIG Services
  Appeal to Superintendent
  Appeal to Local Board of Education
  Appeal to the State Level Administration Law Judge

**Ideas for Strengthen the Standard:** *Implement policies, procedures, and practices about AIG
students and parent rights and provide this information to parents and students

**Sources of Evidence:** *Copy of the GCPS grievance procedures provided to the parents
Glossary (optional):

Appendix (optional):

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