

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

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

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

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

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

Granville County Schools Vision for local AIG program: Granville County 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 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$398668.00	\$10536.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Granville County Schools AIG Program parent survey showed Granville County Schools' screening, referral, and identification process to be clear and concise. However, to better meet the needs of all gifted students in Granville County Schools, a new pathway to AIG differentiated services is being added to the program through the intellectually gifted identification. In an effort to make this very clear and transparent, the program will disseminate the changes in multiple ways. These changes result in this being a focused practice.

Goals: 1. To add the intellectually gifted identification pathway to AIG differentiated services.
2. To increase articulation and dissemination of the screening, referral, and identification process to school personnel, parents and community through the AIG parent advisory committee and the AIG staff advisory committee.

Description: Screening

All students in Granville County Schools are continuously screened grades three through twelve for the Academically/Intellectually Gifted Program. Standardized test scores as well as grades are reviewed by the AIG specialists for possible nomination candidates. Nominations are solicited from teachers/school personnel, parents/guardians, students, self and the community.

Note: All third graders are administered the Cognitive Abilities Test as a screening tool and all sub-tests are reviewed with special attention to the nonverbal sub-test for students who are culturally/ethnically diverse, and English language learners.

Nominations

Granville County Schools accepts nominations for fourth through twelfth graders at all times. When the specialist receives the nomination, the specialist starts a folder on the student to collect evidence to help the Academically/Intellectually Gifted School-Based Committee (AIG-SBC) make their determination regarding referral. During the nomination process, parents and teachers are offered the opportunity to provide input through either the completion of a nomination or the Scales for Identifying Gifted Students (Ryser & McConnell, 2004). About a week before the testing window opens, the AIG-SBC meets to discuss all nominations that have been received to make a determination regarding referral for evaluation.

Referral for Evaluation

3rd Grade: 2nd Semester testing window

4th - 12th Grades: 1st and 2nd Semester testing windows

To be considered for referral for evaluation, the following criteria, if available, are reviewed:

1. Approximately 85th percentile or higher on norm referenced aptitude or ability test/s, with both composite and sub-test scores considered.*
2. Approximately 85th percentile or higher on norm referenced achievement tests in reading/language arts and/or mathematics.*
3. Completed nomination form
4. 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.
5. Student interview, motivational checklist, or interest inventory that reflects a high level of performance.
6. Student grades in reading/language arts and mathematics.
7. Portfolios that demonstrate above grade level work in reading/language arts and/or mathematics.
8. List of extracurricular activities that provide evidence of creativity and leadership and/or extreme interest in reading and/or math.

* administered by the LEA or a licensed psychologist from the list of acceptable tests included in Practice B.

The Academically/Intellectually Gifted School-Based Committee (AIG-SBC), which is comprised of the AIG Specialist, the LEA Representative, the nominating teacher, and may also include a teacher from the nominating grade, guidance counselor, ESL teacher, media specialist or any other person having relevant information for that student, reviews and considers all the documentation that has been collected on the Comprehensive Student Profile sheet for possible referral for evaluation. The AIG-SBC may recommend referral for evaluation for the AIG Program or may recommend no need for further action to be taken at this time. If a student is not referred for evaluation, a Nominated/Not Referred letter as well as a copy of the Comprehensive Student Profile form is sent home to the parents. If referral for evaluation is recommended, parent permission (Consent for Evaluation form) is necessary to continue the process further.

Identification

The AIG Specialist continues to evaluate and collect all necessary information to lead the AIG-SBC to a decision regarding whether academically gifted(AG) differentiated services in reading/language arts and/or mathematics, or intellectually gifted(IG) differentiated services are needed. The Academically/Intellectually Gifted Program of Granville County Schools identifies students in grades three through twelve 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 AG 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. Quantitative data (norm referenced aptitude/ ability/ achievement tests) and qualitative data (teacher and parent checklists, academic grades in reading/language arts and mathematics, portfolios, work samples, etc.) are considered in this process.

To be considered for AG differentiated services in reading/language arts and/or mathematics, the following criteria are reviewed:

1. 90th percentile or higher on a nationally normed referenced aptitude or ability test/s, composite or

- sub-tests.* AND 90th percentile or higher on a nationally normed referenced achievement tests in reading/ language arts and/or mathematics.* OR
97th percentile or higher on a nationally normed referenced achievement tests in reading/language arts and/or mathematics*
2. 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.
 3. Student interview, motivational checklist, or interest inventory that reflects a high level of performance.
 4. Student grades in reading/language arts and mathematics.
 5. Portfolios that demonstrate above grade level work in reading/language arts and/or mathematics.
 6. List of extracurricular activities that provide evidence of creativity and leadership, and/or extreme interest in reading and/or mathematics.

*administered by the LEA or a licensed psychologist from the list of acceptable tests included in Practice B.

Identification as academically gifted and eligibility to receive services through the AIG program is based upon evidence of a student's demonstrated performance in the above six areas. At least one formal area of identification, reading/language arts or math achievement, must be at or above the 97th percentile on a nationally normed assessment in order to be identified using this criterion only. It is preferred that both formal areas of identification (aptitude and achievement) are at or above the 90th percentile on nationally normed assessments to be identified academically gifted reading and/or math.

The majority of all other identification criteria must provide evidence of need for AIG services. Taken together, the indicators of giftedness should provide a comprehensive profile of the student's overall need for differentiation and should correspond to the criteria for specific AIG service options.

To be considered for IG differentiated services, the following criteria are reviewed:

1. 97th percentile or higher on a nationally normed referenced aptitude or ability test/s, composite or sub-tests.*
2. 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.
3. Student interview or interest inventory that reflects a high level of intellectual pursuits.
4. Portfolios that demonstrate a high level of intellectual pursuits.
5. List of extracurricular activities that provide evidence of creativity and leadership.

Identification as intellectually gifted and eligibility to receive services through the AIG program is based upon evidence of a student's high intellectual ability.

To ensure reliability systemwide, a Compliance Review Team (CRT) comprised of the AIG Coordinator and at least two of the AIG Specialists reviews all the information contained in the folder and makes a recommendation to the AIG-SBC concerning need for AG differentiated services in reading/language arts and/or mathematics or IG differentiated services for each student.

Once the CRT makes a recommendation, the Comprehensive Student Profile form is sent back to the AIG-SBC with the recommendation for either AG differentiated services in reading/language arts and/or mathematics, IG differentiated services or no need for AG or IG differentiated services. If the AIG-SBC agrees with the recommendation of services by the CRT, the school-based committee signs the Comprehensive Student Profile sheet and parent permission is requested for the student to receive the services. A copy of the Comprehensive Student Profile sheet is sent home and the parent is invited to a placement conference. If the AIG-SBC agrees with the recommendation of no services needed, parents are provided with necessary documentation listed in Standard 1, practice E, under the description. If the school-based committee does not agree with the CRT, justification in writing is required from the committee to overrule the recommendation of the CRT. This letter of justification is filled out by the AIG-SBC and returned to the AIG Coordinator. The coordinator will place the letter of justification in the CRT Review Notebook, documenting the change in decision.

Note: Students who transfer into Granville County Schools with appropriate documentation of AIG services from another school system will automatically qualify for AG or IG differentiated services as best determined appropriate by the AIG-SBC.

In an effort to address our second goal for this practice, the AIG program will host annual meetings for third grade parents as well as other interested parents about the screening, referral and identification process for the county. The information will also be provided on our website in addition to the Program Guide that goes home to every nominated child's parent/guardian.

Planned Sources of Evidence: • AIG Program Guide (English and Spanish)

- AIG Forms and notes kept at each school (English and Spanish)
- Test results kept in the AIG Office (Cognitive Abilities Tests)
- Compliance Review Notebook kept by AIG Coordinator
- State & Local Standardized Testing Results
- AIG plan posted on the county AIG website
- Agendas from the AIG advisory committees meetings

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: While Granville County Schools employs multiple criteria for the AIG student identification, most specifically the utilization of the most current standardized measures in testing, the use of non-

traditional standardized measures could improve thus making this a focused practice. During the last AIG plan cycle, the use of research-based teacher and parent checklists was implemented. Now the program's focus will be on implementation of portfolios (i.e. digital portfolios) as well as a student interview piece.

- Goals:**
1. To develop a rubric for portfolios for identification candidates.
 2. To implement use of portfolios during the AIG-SBC review process.
 3. To develop a student interview for identification candidates.
 4. To implement use of student interviews during the AIG-SBC review process.

Description: 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 AG 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. Quantitative data (norm referenced aptitude/ ability/ achievement tests) and qualitative data (teacher and parent checklists, academic grades in reading/language arts and mathematics, portfolios, work samples, etc.) are considered in this process.

Granville County Schools AIG Program provides both traditional and non-traditional standardized measures that are based on current theory and research and are sensitive to under-represented populations such as culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional.

Granville County Schools accepts the following tests:

Quantitative Tests* (Aptitude/Achievement)
Woodcock-Johnson Psycho Educational III
Kaufman Brief Intelligence Test (Second Edition)
Iowa Test of Basic Skills
WISC-IV (Individual IQ)
Naglieri Nonverbal Ability Test (NNAT 2)
Otis Lennon School Ability Test (OLSAT)
Cognitive Abilities Test

* All quantitative tests are required to be administered by either the LEA or a licensed psychologist.

* An Aptitude Test Score is considered valid throughout the student's public education.

* An Achievement Score is considered valid for only 1 year from the day of testing.

* Administration of the most recent test edition is preferred for intellectual and achievement assessments.

Testing Coordinators at each school are responsible for the following:

In accordance with Programs for Exceptional Children, students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

The AIG Program will research and develop a rubric for portfolios for intellectually gifted as well as academically gifted identifications. By the end of the three year cycle, Granville County will include portfolios for possible inclusion in the identification folders.

The AIG Program will also research and develop a student interview form to include in the referral and identification process. By the end of the three year cycle, Granville County will include a student interview form for possible inclusion in the identification folders.

Planned Sources of Evidence: • Student AIG folders containing information on measures

- Minutes from AIG Site Based Committee Meeting
- Compliance Review Team Notebook
- LEA's AIG Plan
- Examples of portfolios
- Interview forms

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Granville County Schools recognizes the need to identify traditionally under-represented populations of the LEA for AG and IG differentiated services through the Academically/ Intellectually Gifted Program. Due to the intentional purpose given in the screening, referral and identification procedures for third through twelfth graders to respond to these needs as evidenced by the positive feedback given by survey respondents, this practice remains a maintained practice.

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

Description: All kindergarten through third graders participate in a systemwide nurture program, "Primary Education Thinking Skills." Informal observations are made by the classroom teacher and AIG specialist. Some of the students also participate in a small group pullout, portfolios are kept and used for screening in third grade for the Academically/Intellectually Gifted Program.

- All third graders are administered the Cognitive Abilities Test and all sub-scores are screened.
- The Naglieri Nonverbal Ability Test may be administered to underserved populations as a second screening tool to the Cognitive Abilities Test.
- All local standardized test scores are screened yearly grades 3-12, with purposeful intent for underserved populations.
- All school personnel at all levels are encouraged to nominate for the AIG screening pool, including the ESL teacher, media specialist, EC teacher, school counselor and any other personnel who may

have knowledge of a student's abilities or achievements.

- Characteristics of gifted students are reviewed with parents/guardians, community members, and teachers/school personnel. Nominations are encouraged from teachers/school personnel, parents/guardians, students, self, and the community-at-large.

Planned Sources of Evidence: • AIG child count reflective of each school's demographics

- Screening, referral and identification trends
- Examples of parent referrals
- Documented testing accommodations
- LEA's AIG Plan
- Tracking roster for nurture program
- Nurture portfolios
- Classroom teacher observation grids

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Intentional systemwide measures continue to be in place within Granville County Schools to ensure consistency in the implementation of screening, referral, and identification procedures and processes. As a result, this continues to be a maintained practice.

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

Description: A multimedia presentation is shared with all school personnel, parents, Central Services, and the community-at-large to ensure consistency of the AIG screening, referral, and identification procedures and processes within the LEA.

The Academically/Intellectually Gifted School-Based Committee (AIG-SBC), which is comprised of the AIG Specialist, the LEA Representative, the nominating teacher, and may also include a teacher from the nominating grade, guidance counselor, ESL teacher, media specialist or any other person having relevant information for that student, reviews the screening, referral and identification procedures and processes within the school. A systemwide Compliance Review Team, which includes the AIG Coordinator and at least two of the AIG Specialists, reviews screening, referral and identification procedures and processes for the LEA.

An Academically/Intellectually Gifted Program guide is shared with parents, teachers, and other staff members annually, as well as being posted on the AIG website.

Planned Sources of Evidence: • AIG-SBC committee meeting minutes

- Multimedia presentation posted on website

- AIG Program Guide
- LEA's AIG Plan

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Written policies and procedures continue to be in place in Granville County Schools. Parent survey results indicate that majority of parents feel that Granville County Schools protects the rights of the AIG students; therefore this remains a maintained practice.

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

Description: Granville County Schools safeguards the rights of AIG students and their families by including and informing them of their rights and the established procedures for the following:

Identification and Placement Procedures for Parent Input

The following is a list of opportunities for parent input throughout the decision-making process for the need for AG and IG differentiated services through the Academically/Intellectually Gifted (AIG) Program. Also included, in accordance with state law, is the procedure for resolving disagreements between parent/s, guardian/s, and the Granville County School System when a student is not identified for AG and IG differentiation services through the AIG Program.

1. Nominated for AIG Program, but not referred for testing, the parent/guardian shall receive the following:

- a. Academically/Intellectually Gifted Program Guide
- b. Notification of Nomination form
- c. Scale for Identifying Gifted Students (if not nominated by parent)
- d. Comprehensive Student Profile form
- e. Results of Nomination form

2. Referred but not identified, the parent/guardian shall receive the following:

- a. Academically/Intellectually Gifted Program Guide
- b. Notification of Nomination form
- c. Scale for Identifying Gifted Students (if not nominated by parent)
- b. Parent/Guardian Consent for Evaluation form
- c. Comprehensive Student Profile form

d. Results of Evaluation form

3. Identified as needing differentiation services and a Differentiation Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP) was recommended, the parent/guardian shall receive the following:

- a. Academically/Intellectually Gifted Program Guide
- b. Notification of Nomination form
- c. Scales for Identifying Gifted Students (if not nominated by parent)
- d. Consent for Evaluation form
- e. Comprehensive Student Profile form
- f. Consent for Services form
- g. Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IDEP)- when services start

Reassessment Procedures

In grades 4-8, an annual review process is conducted by the AIG-SBC. The Annual Performance Review process for identified students determines the need for changes in placement to ensure appropriate program options are matched to current needs. If a change in service level is necessary, the AIG-SBC will make a recommendation and involve the parent/guardian. If a student is not performing to the level of their cognitive ability, they will be placed on an Individual Differentiated Education Plan (IDEP). In high school, with the assistance of the guidance counselor and parent/guardian, each student prepares a four year academic plan selecting the honors/advanced placement classes that match the identified abilities and appropriate achievement level to address the student's needs. The high school AIG specialist will review the students' schedules to determine proper placement to best fit the needs of the students' identification. An annual review of the four year plan is conducted by the guidance counselor and the student; any changes must be approved by the parent.

Transfer Procedures

Any student that transfers into the LEA with documented evidence of identification from another school district will be placed in the AIG program. Parent/guardian consent will be obtained and the AIG-SBC will align the student's service level with the differentiated services options available at the school.

Procedures for Disagreement with any recommendations made during the nomination, referral, or identification process:

- I. Appeal to the Academically/Intellectually Gifted School-Based Committee
- II. Appeal to the Building Level Principal
- III. Appeal to the AIG Coordinator
- IV. Appeal to the Superintendent
- V. Appeal to the Local Board of Education
- IV. Appeal to the State Level Administrative Law Judge

STEP I: Appeal to the AIG School-Based Committee

1. The parent/guardian may request a conference with the AIG-SBC at the child's school. This request must be made in writing. The AIG-SBC should be given ample opportunity (10 days) to convene all members together for conference.
2. At this conference, the comprehensive student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the AIG-SBC.
3. At this conference, all information is shared with parent/guardian and minutes are recorded on the AIG-SBC minutes form.
4. Following the conference, the AIG-SBC will respond to the parent's concerns in writing within 10 days of the conference.

STEP II: Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the AIG-SBC to the building level principal. This should be done in writing within 10 days of the decision from the AIG-SBC. The principal shall schedule the conference within 10 days of receipt of the written request. The AIG-SBC chairperson and child's teacher may be invited to this conference along with the parent/guardian.
2. The principal shall review the concern. During the conference, he/she may request further information from the child's teacher, the AIG-SBC or the parents.
3. The principal shall respond to the concern in writing within 10 days of the conference.

STEP III: Appeal to the Gifted Coordinator

1. The parent/guardian may appeal the decision of the building level principal to the Gifted Coordinator. This should be done in writing within 10 days of the decision from the building level principal. Please submit this appeal to:

Academically & Intellectually Gifted Coordinator
Granville County Schools
PO Box 927
Oxford, North Carolina 27565

The conference shall be scheduled within 10 days of receipt of this request.

2. The Gifted Coordinator will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the AIG-SBC, the parent/guardian, and/or the principal.
3. The Gifted Coordinator shall respond to the concern in writing within 10 days of the conference.

STEP IV: Appeal to the Superintendent

1. The parent/guardian may appeal the decision of the Gifted Coordinator to the Superintendent in writing within 10 days of the decision. Please submit appeal to:

Superintendent
Granville County Schools
P O Box 927
Oxford, North Carolina 27565

This conference shall be scheduled within 10 days of the receipt of the request for appeal.

2. The Superintendent will review the concern. During the conference with the parent/guardian, the superintendent may request further information from the child's teacher, the AIG-SBC, the parents, the principal, and/or the Gifted Coordinator.

3. The Superintendent shall respond to the concern in writing within 10 days of the conference.

*At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

STEP V: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 days of the decision from the Superintendent. This appeal must be in writing. Please submit appeal to:

Granville County Board of Education
P O Box 927
Oxford, North Carolina 27565

This request must be made the Monday prior to the next scheduled board meeting in order for this appeal to be placed on the agenda.

2. The Board will review the concern. The Board may request further information from the child's teacher, AIG-SBC, the parents, the principal, the Gifted Coordinator, and the Superintendent.

3. The Board shall make a final decision in writing within 30 days of the receipt of the written complaint.

STEP VI: State Level Grievance Procedure

Once all efforts have been exhausted within the system, the parents/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its gifted education program.
2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

Following the hearing, the administrative law judge shall serve the final decision.

Planned Sources of Evidence:

- Parent surveys, handbook, parent communications
- Student AIG folders containing written consent

- LEA's AIG Plan, including procedures to resolve disagreements
- Documented process of an actual grievance, transfer
- AIG Program Guide
- Minutes of AIG-SBC meetings

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A majority of parents surveyed responded that service options found on the Differentiated Education Plan were reviewed with them annually. Additionally, the AIG Coordinator visits the schools to review the folders to ensure that documentation is being sustained. Therefore, this practice will remain a maintained practice.

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

Description: For each student nominated, an Academically/ Intellectually Gifted Student folder is created and maintained. This folder contains an access sheet for teachers to log when accessing the folder, copy of the Comprehensive Student Profile, the notification of nomination (when returned), the nomination results form or the consent for evaluation, the evaluation results form or prior notice and initial consent form for AIG services and Differentiated Education Plan or Individualized Differentiated Education Plan (if they are identified as needing AG or IG differentiation services). The folder for those students who are identified is kept in the AIG confidential file drawer at each school site. For those nominated and referred, but not identified, their folders are kept in the inactive section of the file drawer. The information collected for these folders are shared with parents during the identification process. These folders travel with the student between schools in the LEA.

Annually, parent/family meetings are held at each elementary and middle school explaining the service options available at that school for AIG students. In the spring, high school meetings are offered for parents and students to come learn about the variety of service options available in high school for AIG students. High school service plans (four year plan) are reviewed annually with the student by the guidance counselor and any changes are approved by parents.

Planned Sources of Evidence: • Student folders containing all required paperwork

- Documentation of annual parent meetings agendas/ minutes
- LEA's AIG Plan

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Granville County Schools provides a menu of opportunities to students throughout the grade levels. These opportunities enrich, extend and accelerate the language arts, mathematics and other content area curriculum. Therefore, this is a maintained practice.

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

Description: The following opportunities are available for use by schools at the appropriate educational level to enrich, extend, and accelerate the curriculum in language arts, math, and other content areas:

Elementary level

1. Primary Education Thinking Skills nurture program offered to all K-3 students by the Academically/Intellectually Gifted Specialist.
2. Enrichment opportunities offered by the Academically/Intellectually Gifted Specialist for grades 4-5 in reading and/or mathematics.
3. Academically/Intellectually Gifted Summer Camp for rising AIG students grades 4-6.
4. Grade acceleration
5. Acceleration by subject
6. Seminar learning offered by Paideia trained AIG Specialists
7. Curriculum compacting
8. Tiered assignments
9. Independent study/research skills
10. Junior Great Books Program
11. The College of William and Mary Language Arts Units for High-Abilities Learners
12. The College of William and Mary Jacob's Ladder Reading Comprehension Program
13. Interact Simulations
14. Mentoring Mathematical Minds Units
15. Project Based Learning
16. Granville Online
17. Battle of the Books
18. Field Trips
19. Duke TIP Program
20. Balanced Literacy Initiative

Middle School Level

1. Enrichment opportunities provided by Academically/Intellectually Gifted specialists through concepts/ themes of units incorporating reading/language arts and/ or mathematics.
2. Cluster grouping within a team
3. In class flexible grouping
4. Acceleration by subject
5. Grade skipping
6. Curriculum compacting
7. Differentiated units/projects
8. Independent study/research skills
9. Thematic or Integrated Units
10. Learning Contracts
11. Tiered Assignments
12. Cooperative Learning
13. Socratic Seminar
13. Junior Great Books
14. Math Counts
15. AIG summer camp 4-6 grades
16. Battle of the Books
17. Guest speakers
18. Granville Online
19. Field Trips
20. Duke TIP Program
21. 1:1 computer rollout program
22. Balanced Literacy Initiative

High School Level

1. Curriculum compacting
2. Tiered assignments
3. Independent study/research skills
4. Honors classes
5. Advanced Placement classes
6. North Carolina Virtual Public Schools
7. Granville Online
8. Granville Early College
9. Governor's School
10. Summer Ventures
11. Guest speakers
12. Field trips
13. Advance 21 Program
14. Granville Collegiate Academy
15. Duke TIP Program
16. NCSSM online courses
17. 1:1 computer rollout program
18. Academic Competitions such as Math Counts

Planned Sources of Evidence: • Sample curriculum units, lessons and activities, plans or evidence of delivery

- Student work products and assignments
- DEP/IDEP
- Student inventories/surveys
- Supplementary instructional resources, pacing guides
- Assessment protocols, strategies, examples
- Classroom observational data
- Advanced Placement/Honors Classes rosters
- Service Option Plans for each school
- LEA's Plan
- Videos
- Content-based program services
- List of field trips and guest speakers
- Rosters for courses on Granville Online

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: As a district, Granville County Schools strives to continually improve instruction through the implementation of current research-based instructional practices. The county has identified several strategies that are currently in place as appropriate for the AIG student population. As a result, this remains a maintained practice.

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

Description: Curriculum differentiation instructional practices implemented to address the diverse learning needs of gifted students in Granville County Schools may include, but are not limited to the following:

1. Revised Bloom's Taxonomy
2. Robert Marzano's Research-Based Strategies for Increasing Student Achievement
3. Thinking Maps by Dr. David Hyerle
4. Primary Education Thinking Skills for K-3 nurturing program
5. Learning Centered School by Mike Rutherford
6. The Multiple Intelligences by Howard Gardner
7. Balanced Literacy
8. Interest Centers
9. Flexible Grouping
10. Tiered assignments
11. Learning contracts

12. Creative Thinking Strategies of Flexibility, Fluency, Originality, and Elaboration
13. Curriculum Compacting
14. Independent Study/Research Skills
15. Rigorous Curriculum Design by Larry Ainsworth
16. Project Based Learning
17. Use of technology to foster 21st century skills

All teachers in the LEA have been trained in Thinking Maps, Revised Bloom's Taxonomy, and Marzano's Research-Based Strategies. Primary Education Thinking Skills and strategies are modeled in all K-3 classes by the AIG Specialist. All Central Services Personnel and selected teachers have been trained in the Learning Centered School by Mike Rutherford. Training is ongoing in Balanced Literacy for elementary and middle school teachers. The county has started implementation of the principles found in Rigorous Curriculum Design by Larry Ainsworth.

Planned Sources of Evidence: • Sample curriculum units, lessons and activities, plans or evidence of delivery

- Student work products and assignments
- DEPs/IDEPs/etc.
- Student inventories/surveys
- Supplementary instructional resources and pacing guides
- Classroom observational data
- LEA's AIG plan and surveys

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Granville County Schools' AIG Program solicits requests from teachers for any supplemental materials that they might wish to use with their AIG students. In addition, while attending the NCAGT conference and other conferences, the AIG team peruses the vendor area searching for any additional resources that might help augment curriculum and instruction. As a result, this practice remains a maintained practice.

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

Description: Various research-based supplemental resources are available to AIG Specialists and classroom teachers including, but not limited to the following:

1. Primary Education Thinking Skills curriculum (K-3 nurture program)
2. Revised Bloom's Taxonomy
3. Junior Great Books

4. Thinking Maps
5. College of William and Mary Jacob's Ladder Reading Program
6. College of William and Mary Literature Units
7. Mentoring Mathematical Minds
8. Paideia
9. Socratic Seminar
10. Marzano's High Yield Instructional Strategies
11. Carol Ann Tomlinson's books on differentiation
12. Joyce VanTassel-Baska & Linda Avery's Changing Tomorrow books
13. Carolyn Coill's Differentiation, RTI and Achievement
14. Shakespeare Study Guides
15. Michael Clay Thompson's Lincoln's Ten Sentences
16. Balanced Literacy
17. Technology (iPads, laptops, etc.)
18. NC Shakespeare Festival's Shakespeare to Go performances as well as the ShakeSpirit program

Planned Sources of Evidence: • Examples of selected curriculum products

- List of resources that include above grade level materials
- Primary Education Thinking Skills Nurture Program
- List of resources purchased for and/or used by classroom teachers

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Over the past three years, Granville County Schools has improved the technology infrastructure and use of technology in the classroom to the point that Granville County Schools has been recognized as one of the top technology school systems in the state. Through 1:1 computer rollout programs in every high school and even some middle schools as well as the infusion of laptops, iPads and netbooks within the schools, every teacher is able to foster the development of 21st century content and skills with their lessons. This results in this practice being maintained.

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

Description: Within the context of the Common Core Standards, 21st century content and skills are an essential aspect. Granville County Schools has embraced this aspect by investing in technology and implementing several new technology initiatives. One such initiative is Granville Online.

Elementary, middle and high school students can take classes through Granville Online, which provides subject acceleration, enrichment and remediation courses.

All high schools and one middle school have implemented a 1:1 computer rollout program, where all students are provided with a Mac laptop to use in their courses. Several teachers throughout the district have implemented the teaching strategies of the flipped classroom.

This infusion of technology has led to the introduction of several new programs to the county. The Virtual Enterprise program is vibrant in our high schools. A new program Advance 21 is being offered to high school students preparing students for college and careers in business, engineering and technology. Students are also given the opportunity to take courses from NCSSM through a partnership with that school.

In addition to the technology aspect, the critical thinking and creativity skills are an essential part of the K-3 nurture program. The P.E.T.S. program focuses on the four thinking skills of divergent, visual, convergent and evaluative, which encompass the critical and creative thinking skills necessary for 21st century content and skills.

AIG Specialists foster 21st century content and skills through the use of project-based learning with the technology provided by the AIG funds in the enrichment pull-out in elementary and middle school.

Planned Sources of Evidence: - list of courses offered through Granville Online

- Advance 21 brochure
- Examples of project-based learning units
- K-3 nurture curriculum plan
- Examples of flipped classroom lessons
- Class rosters for Virtual Enterprise courses

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: According to survey data, teachers frequently use on-going assessment to differentiate classroom curriculum and instruction. Several forms of assessment are used in the district to facilitate differentiation for the AIG students. As such, this is a maintained practice.

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

Description: Classroom teachers are required to assess their students through benchmark assessment (currently using ClassScape) for both reading and math grades 3-8. Balanced Literacy requires constant formal (mClass) and informal assessment of students grades K-8 in reading. Teachers provide progress reports to parents mid-point in the grading period in each school from grades K-12. Parent conferences are offered at the end of the first three grading periods. In middle

and high school, EVAAS is used to determine placement of students in math.

The AIG support team collects on-going assessment in grades K-3 through the nurture program, Primary Education Thinking Skills (P.E.T.S.) for placement of students in enrichment pull-out. The AIG support team also facilitates the administration of the Cognitive Abilities Test to all 3rd graders and administers the Iowa Test of Basic Skills to select students for possible AIG placement. Potential 4th through 8th grade AIG students are also administered a motivation inventory (Children's Academic Intrinsic Motivation Inventory). During the identification process, students are also assessed by either their teacher or parent through the administration of the Scales for Identifying Gifted Students (SIGS). The AIG support team will continue to support teachers in performance analysis of gifted learners. Analysis can include portfolios, quarterly assessment scores, end of grade results, common assessments, and other universal screeners.

Many schools in Granville County promote Professional Learning Communities(PLCs) to provide teachers with knowledge regarding the use of data driven information to plan differentiated curriculum and instruction.

Planned Sources of Evidence: • Examples of assessments

- State & local standardized test results
- Primary Education Thinking Skills data

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: While most survey respondents answered positively regarding the affective curricular and instructional practices, Granville County Schools has not intentionally created affective curricular and instructional practices for use with AIG students. In an effort to correct this deficiency, Granville County Schools will make this a focused practice.

- Goals:**
1. Explore curricular and instructional strategies that can be used to support the social and emotional needs of AIG students.
 2. Create a menu of curricular and instructional strategies for use with the AIG students.

Description: Currently, Granville County Schools supports social and emotional needs of AIG students through providing time for the students to interact with an appropriate peer group. In elementary school, the nurture program as well as the AIG enrichment pullout program give students this opportunity. In the majority of middle schools, the students are clustered in courses with other AIG students. In high school, the students have the opportunity to select Honors and AP courses.

Social and emotional needs are also supported through the instructional practice of enrichment pullout programs as available for identified students in grades 4 through 8. These students are

placed in groups instructed by an AIG licensed teacher that has received additional training in social and emotional needs of the gifted learner.

Rising AIG students in grades 4 through 6 have an opportunity to participate in an AIG summer camp run by AIG specialists that centers around a theme each summer.

While Granville County Schools have some instructional practices in place, additional curricular and instructional practices need to be implemented. To support the social and emotional needs of the AIG students, the AIG support team will explore curricular and instructional strategies to use with the AIG students. One avenue of exploration will be through a book study. Another pathway will be to utilize the resources provided by SENG (Supporting Emotional Needs of the Gifted).

After exploring the different strategies, the AIG support team will create a menu of strategies that will serve as a resource for all teachers to help guide them in planning units.

Planned Sources of Evidence: - list of books used for the book study

- menu of strategies
- notes from PLC meetings

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Granville County Schools AIG program has a vibrant nurture program for Kindergarten through the third grade students. This is evident in the overwhelmingly positive survey responses received. A Primary Education Thinking Skills curriculum plan has been developed and implemented throughout the county. This remains a maintained practice for the county.

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

Description: Nurture Program:

Kindergarten through grade three:

Students in Kindergarten through the first semester of third grade are not formally identified as academically and/or intellectually gifted. Granville County Schools will nurture or develop the academic and/or intellectual potential of these students in the K-3 nurture program. The K-3 nurture program will follow the curriculum, Primary Education Thinking Skills (PETS), to teach the high level thinking skills of convergent thinking, divergent thinking, evaluative thinking, and visual/spatial perception. Each semester, the AIG specialist will rotate among all K-3 classrooms providing several lessons of whole class instruction as presented in the PETS curriculum. During the whole class instruction, the regular education teacher will complete the PETS observational grids regarding

individual student performance. Following the whole class instruction by the AIG specialist, all student work and observations collected will be reviewed by the AIG specialist and classroom teacher. Students who demonstrate high ability in the specific thinking skill will participate (with parent permission) in small enrichment pull-out groups taught by the AIG specialist during the semester. While in the small enrichment pull-out groups, students will continue to practice the specified thinking skill and participate in high interest and challenging activities, many of which are hands-on and technology based. Portfolios will be maintained on each student who participates in the small enrichment pull-out groups.

The portfolios may include the following:

- all work completed in the K-3 Nurture Program,
- observational checklist from AIG specialist
- unassisted work samples provided by the regular classroom teacher

Each semester a new thinking skill will be introduced. The AIG specialist will return to the regular classroom and once again provide whole class activities and repeat the screening process. Students participating in small enrichment pull-out groups may vary, according to demonstrated ability in each specific thinking skill. A tracking sheet will be kept by the AIG specialist to compile data on the students participating in the program.

Planned Sources of Evidence: • Record of classroom visits

- Observational Grids of Classroom Teacher
- Student Portfolios
- AIG specialist observational checklist
- Data Tracking Sheets for each school

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: While teacher survey responses only indicate positive results when asked about collaboration among the professional staff related to AIG students, the AIG support team sees a need for further collaboration amongst the different departments throughout the county. To meet this need, Granville County Schools will make this a focused practice.

Goals: 1. AIG Coordinator will address topics related to developing differentiated curriculum & instruction with the Curriculum & Instruction team regularly.
2. AIG Coordinator will regularly collaborate with principals to implement the developed differentiated curriculum & instruction.

Description: While some collaboration is occurring between AIG personnel and other related staff, a countywide plan needs to be developed to ensure effective and consistent results. To meet the goals set by the AIG program, during the Curriculum and Instruction team meetings, the AIG coordinator will address topics related to developing a differentiated curriculum & instruction plan. Implementation of these topics will be addressed during principals' meetings that the AIG coordinator will attend.

Granville County Schools currently encourages collaboration between professional staff regarding AIG students. When completing the DEPs and IDEPs for students, AIG specialists in conjunction with the general education teachers meet to discuss what curriculum and instructional strategies will be used for the students that year. The AIG support team meets regularly as a professional learning community. The AIG coordinator and sometimes other members of the AIG support staff attends the AIG regional meetings. The AIG support team attends the NCAGT conference. Additional conferences are also attended by members of the AIG support team.

Planned Sources of Evidence: -DEPs/IDEPs

- PLC notes
- transcripts for conference attendance
- meeting notes from Curriculum and Instruction meetings

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Survey results indicate that the DEP is reviewed annually with the majority of respondents. Therefore, this practice will remain a maintained practice.

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

Description: Granville County Schools constructs a DEP or IDEP for every AIG identified student Kindergarten through 12th grade. Each year the AIG support team hosts a family meeting for parents to inform them about the curriculum and instruction services that will be provided to their child, which is listed on the DEP. Individual meetings with parents are available if requested by the parents.

Differentiated Service Options:

Kindergarten- Third Grade:

- Nurture Program (Primary Education Thinking Skills)

- Acceleration by Subject or Grade

Fourth- Fifth Grade:

- Enrichment Pull-out
- Flexible grouping
- Cluster grouping
- Acceleration
- Curriculum Compacting
- Tiered Assignments
- Independent Study/ Research Skills

Sixth- Eighth Grade:

- Enrichment Pull-out
- Flexible grouping
- Cluster grouping
- Acceleration
- Curriculum Compacting
- Tiered Assignments
- Independent study/ research skills

Ninth-Twelfth Grade:

- Curriculum compacting
- Tiered assignments
- Independent study/ research skills
- Honors classes
- Advanced Placement classes
- Virtual Public High School
- Early College High School
- Granville Online
- Collegiate Academy

Planned Sources of Evidence: -DEPs/IDEPs

- Agenda and minutes from annual parent meetings grades 3-12.
- Information listed on website
- High school 4-year plans
- Nurture Curriculum plan

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Granville County Schools employs an AIG Coordinator whose main job is to guide, plan, develop, implement, revise, and monitor the AIG plan/program for the district with the requirement that the coordinator be AIG-licensed. Therefore, this is a maintained practice.

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

Description: The AIG-licensed coordinator, with the help of the AIG-licensed specialists, guides, plans, develops, implements, revises, and monitors the local AIG program.

The AIG-licensed coordinator will:

- Advocate for gifted education and for gifted students across the school system
- Develop, plan, monitor, and coordinate the program for gifted services across the system according to the AIG plan
- Support and provide professional development
- Develop and monitor professional development opportunities for AIG Specialists and other AIG related staff
- Monitor the nomination, referral and identification process ensuring consistency across the school system
- Interpret AIG Program standards to system personnel and AIG specialists
- Meet with AIG specialists on a consistent basis
- Disseminate AIG Program information to school personnel and parents/guardians
- Develop program compliance procedures and documentation instruments
- Attend and participate in state and local meetings on gifted education
- Chair and coordinate the Governor's School selection process for the district
- Provide AIG Program training to new AIG Specialists

Planned Sources of Evidence: • AIG program coordinator holds an AIG teaching license
• AIG coordinator job description

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: It is Granville County Schools' policy to require AIG licensure for all AIG specialists. The roles of the AIG specialists are included in the AIG plan to ensure compliance with the state adopted AIG standards. Therefore, this is a maintained practice.

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

Description: The AIG Coordinator ensures that the AIG specialists are addressing the needs of gifted learners in the following ways:

- Teaching schedules submitted and kept on file
- Monthly visits from AIG Coordinator
- Regular AIG Professional Learning Community Trainings with AIG Coordinator
- Interviews of administration, parents, and students by AIG Coordinator
- Annual surveys from parents, teachers/staff, and students
- Sample lesson plans

The roles of the AIG specialists are as follows:

The AIG Elementary Specialist will:

- Assist with developing, planning, monitoring and coordinating the school level AIG Program
- Provide professional development in differentiation as appropriate
- Assess potential for eligibility of nominated students
- Coordinate and administer assessments for AIG placement
- Interpret norm referenced test results to administrators, teachers, parents, and guardians
- Follow procedures for identification and placement of services
- Evaluate the performance of students attending AIG classes
- Conduct reviews of DEPs/IDEPs for Annual Performance Review process
- Monitor the performance of students identified in regular education classrooms
- Participate, and often chair the AIG School Based Committee and train professional staff participating in the AIG-SBC
- Serve as a liaison between the AIG Program and school staff
- Analyze, interpret, and assist staff in using test data
- Communicate AIG curricular and instructional programs and information to school staff, parents, and school community members
- Implement the Nurture Program K-3
- Teach AIG enrichment pull-out classes in reading and math
- Attend regular AIG Specialists meetings, professional development, and training
- Conference with professional staff and parents/guardians of AIG students as needed

- Provide essential AIG identification documents in Spanish as needed
- Maintain an AIG website at each school
- Conduct parent meetings as needed
- Provide opportunity for parent to review and sign DEP each school year

The AIG Middle Specialist will:

- Assist with developing, planning, monitoring and coordinating the school level AIG Program
- Provide professional development in differentiation as appropriate
- Assess potential of eligibility of nominated students
- Coordinate and administer assessments for AIG placement
- Interpret norm referenced test results to administrators, teachers, parents, and guardians
- Follow procedures for identification and placement of services
- Conduct reviews of DEPs/IDEPs for Annual Performance Review process
- Monitor the performance of AIG students served in regular education classrooms
- Participate, and often chair the AIG School Based Committee and train professional staff participating in the AIG-SBC
- Serve as a liaison between the AIG Program and school staff
- Analyze, interpret, and assist staff in using test data.
- Communicate AIG curricular and instructional programs and information to school staff, parents, and school community members
- Teach AIG enrichment pull-out classes as specialists are available
- Provide opportunity for parent to review and sign DEP each school year

The AIG High Specialist will:

- Assist with developing, planning, monitoring and coordinating the school level AIG Program
- Provide professional development in differentiation as appropriate
- Assess potential of eligibility of nominated students
- Coordinate and administer assessments for AIG placement
- Interpret norm referenced test results to administrators, teachers, parents, and guardians
- Follow procedures for identification and placement of services
- Conduct course review of performance annually.
- Participate, and often chair the AIG School Based Committee and train professional staff participating in the AIG-SBC
- Serve as a liaison between the AIG Program and school staff
- Analyze, interpret, and assist staff in using test data
- Communicate AIG curricular and instructional programs and information to school staff, parents, and school community members
- Review schedules of AIG high school students to ensure proper placement
- Provide opportunity for parent to review and sign DEP each school year

Planned Sources of Evidence: • Teaching schedules

- AIG Team Professional Learning Community agenda
- Interviews with teachers, administrators, parents, students

- Surveys from parents, teachers, and students
- Sample lesson plans
- Websites
- Tracking sheets with test data
- Professional development & training plan

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although more opportunities were offered in the last three years for professional development by the gifted program, participation has been low. A comprehensive professional development plan needs to be created with pathways for all stakeholders to access a variety of opportunities to gain additional knowledge of strategies to meet the needs of gifted learner, thus making this a focused practice.

- Goals:**
1. Investigate the levels of need for professional development for classroom teachers, AIG specialists, counselors, administrators and other related personnel serving gifted students.
 2. Establish specific professional development requirements for school personnel involved with gifted students.
 3. Develop an array of professional development opportunities to align with level of needs of school personnel serving gifted students.

Description: The AIG Coordinator will assess the levels of need for professional development for classroom teachers, AIG specialists, counselors, administrators and other related personnel serving gifted by establishing an AIG Staff Advisory Committee and surveying staff.

The AIG Coordinator will collaborate with the AIG Staff Advisory Committee to establish specific requirements for Continuing Education Units aligned with specific educational responsibilities.

The AIG Coordinator will promote professional development opportunities inside and outside the district for staff utilizing available AIG funds. Priority will be to have several teachers complete AIG licensure each year, high school teachers to attend Advanced Placement Institute Training, and locally offer an annual AIG Institute for professional development.

Planned Sources of Evidence: • Professional development guidelines for various personnel

- Professional opportunities available to various audiences
- Documentation from AIG Staff Advisory Committee and staff surveys
- Documented professional development participation
- Professional development & training plan

- Budget, including list of professional development opportunities provided to and paid for teacher and other instructional staff

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Gifted students should be placed in classrooms with an AIG licensed teacher or one who has met the LEA's professional development requirements. The local requirements are in development for the district. Due to the insufficient number of AIG licensed teachers in the district, it is a site-based decision on placement of AIG students. This is a focused practice.

- Goals:**
1. Establish professional development requirement for all staff members.
 2. Monitor the placement of AIG students in classrooms.
 3. Provide principals with lists of AIG licensed teachers.
 4. Promote AIG licensure as funds permit to build capacity in the LEA.

Description: The AIG Coordinator will meet with the AIG Staff Advisory Committee to develop professional development requirements for staff that serve gifted students. The AIG Coordinator will share this information with principals, Curriculum and Instruction team and the Superintendent for input and final adoption.

The AIG support team will locate all AIG students in classrooms K-12. The AIG support team will generate a list of students to be shared with principals and kept on file in the AIG office.

The AIG Coordinator will share the list of AIG licensed teachers with principals yearly and once the local requirements are established, maintain a list of teachers who have met these requirements.

The AIG support team will distribute information about add-on AIG licensure to teachers. The AIG Coordinator will use AIG funds to help teachers get licensure.

Planned Sources of Evidence: • Agendas from AIG Staff Advisory Committee Meetings

- List of AIG students in classrooms
- List of AIG licensed teachers
- Budget, including list of professional development opportunities provided to and paid for teachers and other instructional staff

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although the AIG program has been offering professional development for staff, alignment with district initiatives has been minimal. Purposeful planning with the three district initiatives (teacher training, technology, differentiated curriculum) needs to be addressed in this cycle, making this a focused practice.

- Goals:**
1. Improve teacher training
 2. Use of technology to improve learning
 3. Differentiated curriculum to meet the needs of advanced learners

Description: The AIG program, in conjunction with Granville County Schools, will improve teacher training by:

- a. Continuing professional development of Balanced Literacy K-8
- b. Enhancing teacher talent through the Artisan Teacher initiative
- c. Continuing implementation of yearly AIG institute for professional development
- d. Offering financial support as available to teachers to become AIG licensed
- e. Providing opportunities for high school teachers to attend Advanced Placement Institutes
- f. Allowing AIG coordinator and AIG specialists to attend the North Carolina Association of Gifted and Talented Conference as funds are available
- g. Providing regular Professional Learning Communities for AIG specialists

The AIG program, in conjunction with Granville County Schools, will use technology to improve learning by:

- a. Continuing to expand the use of technology for students and teachers
- b. Increasing the use of AIG wiki to collaborate and communicate
- c. Offering online advanced classes for AIG students through Granville Online
- d. Continuing to provide technology skills to meet the needs of our learners for 21st Century Skills

The AIG program, in conjunction with Granville County Schools, will use differentiated curriculum to meet the needs of advanced learners by:

- a. Offering direct services through the classroom teacher to AIG students K-12 and enrichment pull-out K-8 as funds allow
- b. Offering more advanced classes online for AIG students through Granville Online
- c. Continuing Honors and Advanced Placement classes in high school
- d. Continuing College and Career Ready Initiative
- e. Creating specific high school programs such as a Collegiate Magnet High School and Advanced 21

Planned Sources of Evidence:

- Schedules, agenda, participation logs of professional development
- Personnel surveys and interviews reflecting a needs assessment for professional development for

gifted learners

- List of classes offered through Granville Online

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: While progress has been made in the last three years with this practice, more work remains to ensure teacher participation in the professional development opportunities provided by the AIG program. As such, it remains a focused practice.

- Goals:**
1. Offer an annual AIG institute for teachers to incorporate differentiation strategies, technology and higher order thinking skills
 2. Promote and support AIG add-on licensure as funds allows
 3. Promote and support high school teachers attending Advanced Placement institutes as funds allow

Description: In an effort to directly align the professional development provided for Granville County Schools' employees with both the new North Carolina Professional Teacher Standards and the North Carolina AIG Teacher Standards, the AIG team will sponsor an annual AIG institute that directly aligns with NC AIG teacher standard 4 (Demonstrating knowledge of effective, curricular, instructional, management and assessment strategies for gifted learners) and the North Carolina Professional Teacher Standards 1 (Teachers lead in their classrooms by using a variety of assessment data throughout the year to evaluate progress as well as empowering students), 2 (Teachers treat students as individuals and adapt their teaching for the benefit of students with special needs), and 4 (Teachers plan instruction appropriate for their students in addition to using a variety of instructional methods).

The need for AIG licensed teachers is still great in our district. Continued promotion of this add-on licensure will be addressed and funds will be made available to help with this process.

Each year high school teachers will be able to attend Advanced Placement institutes through the use of AIG funds to ensure knowledge of advanced curriculum and strategies.

Planned Sources of Evidence: • Rosters for professional development sessions

- List of teachers who attend Advanced Placement institutes
- List of teachers who complete courses for AIG add-on licensure

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: This was a future practice in the last cycle as professional development opportunities have been constantly changing in the LEA. This will now be a focused practice as thoughtful consideration will be given to what opportunities are available for AIG specialists and teachers to plan and refine their teaching skills.

Goals:

1. Professional Learning Communities will be used to allow AIG specialists, teachers and other staff members to collaborate as available.
2. AIG specialists will be available for consultation with teachers.
3. Information will be shared with teachers via email groups about opportunities for professional development and through the AIG website.
4. The AIG staff advisory committee will collaborate as a group three to four times annually to address concerns and the needs of gifted students.

Description: Regularly scheduled AIG PLCs will be held with the AIG coordinator to share information and collaborate as a group. When possible, the AIG specialists will attend grade level PLCs at their schools.

AIG specialists will be available to consult with teachers, parents and students.

Email groups have been created for teachers of AIG students and information is shared about opportunities and resources for gifted learning. Resources are also listed on the AIG website as well as information about the AIG program.

An AIG Staff Advisory Committee has been created with representation from every school. Teachers, counselors, ESL staff and others will meet at least three times annually to collaborate on needs of the gifted.

Planned Sources of Evidence:

- Agendas from PLCs
- Agenda from AIG Staff Advisory Committee meetings

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: In the past, Granville County Schools' AIG Program has focused on the academic needs of gifted learners. On a recent parent survey, the majority of respondents neither agreed nor disagreed with the statement "Accommodations are made for a range of academic, intellectual, social and emotional needs of gifted learners." In an effort to address the social, emotional and intellectual needs of the advanced learners, the AIG program will make this a focused practice.

Goals:

1. Continue to focus on the social and emotional needs of the gifted learner
2. Expand services for middle and high school gifted learners
3. Provide intentional programming for intellectual services

Description: Granville County Schools presently offers a variety of classes for students. Starting in Kindergarten and continuing through third grade, a nurture program is offered focusing on support of higher level thinking skills. Enrichment pull-out classes taught by the AIG specialists are available to identified students in grades 4 through 8 with high level of integration of technology. All identified AIG students (grades 4-12) are connected with peers and AIG specialists through Edmodo groups that have been created.

With the implementation of Granville Online, which offers a wide range of online classes in the county from remediation to acceleration, students now have many opportunities to choose courses that better meet their needs. All the high schools now have one-to-one computers and one middle school has one-to-one computers. There is an Early College High School, a new magnet school for high school students called the Collegiate Academy, which focuses on accelerated learning in grades 9-12, and a Virtual Enterprise International program at all high school campuses.

The following is how we will improve our present services for students:

AIG specialists have focused more on the social and emotional needs of gifted learners in the past three years, but there is still much to be done. At each AIG PLC, strategies are discussed on best practices to support social and emotional needs of the gifted learners. The AIG specialists implement the strategies and provide feedback to the other AIG specialists on how the strategies work. The strategies include: opportunities to explore interests, time to interact with an appropriate

peer group, goal setting, time management, foster "risk taking", support systems so students can learn to deal with stress, decision making, flexible thinking, as well as opportunities to meet adult mentors and role models. These strategies will continue to be a focus for the next three years and will be included in the middle school pull-out classes and through the provided high school opportunities.

Several new ideas were implemented during the 2012-2013 school year to improve services in middle and high school. The AIG specialists are now providing direct services to identified AIG students in middle schools as available. Technology is provided by the AIG program to support thematic units for students and Edmodo groups have been established to extend the learning between visits. In high school, supplemental activities, such as field trips and performances, have been provided with the intention of expanding this each year. An Edmodo group has also been established by the AIG specialist to foster more interaction between students and students, students and AIG specialist, and AIG specialist to parents.

Many online classes are offered for middle and high school students to take through Granville Online. The first online class for gifted learners is being offered in 2013-2014 for middle school students with plans to offer more.

The new pathway for intellectual giftedness has been established and more intentional services need to be provided for these students. Enrichment opportunities will be investigated to offer to students including online classes.

Planned Sources of Evidence: • tracking sheets of nurture students in K-3

- array of service options, K-12
- DEPs/IDEPs
- Specific programs descriptions and data
- Student identification profile matched to service options
- Course catalogs for high school
- Course listing for Granville Online

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In Granville County Schools, the AIG support team ensures the alignment of the program and services with each area of AIG identification through the use of the P.E.T.S. nurture program, the DEP, the service delivery options worksheet and the high school four year plan. Therefore, this is a maintained practice.

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

Description: Kindergarten through third grade students are provided with instructional services through the Primary Educational Thinking Skills program, which falls under the goal of developing potential of all students. AIG students' services are aligned with the areas of identification and the school delivery options provided at that school. Fourth and fifth grade students are members of an enrichment pullout program. Middle school students' differentiated services are provided in the regular classroom through a variety of instructional strategies with enrichment pullout provided by the AIG specialist as available. High school students self select their courses, according to their academic needs on a four year plan.

Planned Sources of Evidence: • State 034 funds are matched to AIG services

- Local AIG Plan incorporated within other areas of LEA
- Differentiated Education Plan/Individualized Differentiated Education Plan
- Service Delivery Option Plan

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Program extends and enriches the Common Core & North Carolina Essential Standards. Through the use of the Differentiated Education Plan(DEP) & the service delivery options worksheet, all schools strive to meet the needs of AIG learners through the total instructional program of the LEA. Therefore, this is a maintained practice.

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

Description: Services within the AIG program build on the Common Core & North Carolina Essential Standards as well as 21st Century skills to modify and supplement the academic skills and knowledge attained at all grade levels. The DEP/IDEP details the service delivery options to AIG students. The majority of AIG services are provided through the inclusion of differentiated curricula and instruction into the regular education classroom. AIG Specialists provide additional support for differentiated curricula and instruction to identified AIG students 4th-12th.

Planned Sources of Evidence: • AIG Student Folder Data

- DEP/IDEPs
- Student instructional schedules
- Policies and procedures for acceleration and grouping with academic/intellectual peers

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A majority of respondents to the recent teacher survey produced by Granville County AIG Program felt that Granville County Schools frequently informs all personnel about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education and the local AIG program and plan. As such, this is a maintained practice.

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

Description: An Academically and/or Intellectually Gifted Program Guide is shared with all teachers, school administrators and support staff. The AIG coordinator makes regular presentations to the Curriculum and Instruction Team and the principals updating them on the program. The program guide is also posted on the AIG website and the elementary school websites. AIG Specialists meet with teachers at the beginning of each year to review the AIG students and their identification(s). Staff can access who is identified gifted through the school data management system.

An AIG Staff Advisory Committee with a representative from each school including a media specialist, ESL representative, counselor, and exceptional children representative has been formed to create expert/ambassadors for each school. These ambassadors will share information from the meetings and be able to answer questions and bring topics to the committee for discussion.

Planned Sources of Evidence: • AIG program guide

- Agendas from school and district meetings
- District and school websites

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: According to a majority of respondents of a recent teacher survey, Granville County Schools' AIG Program communicates among and between teachers and schools to ensure continuation of K-12 services, especially at key transition points. The AIG Specialists meet with all involved personnel at the beginning of each year to discuss the AIG students and their identification(s). Therefore, this is a maintained practice.

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

Description: An AIG Staff Advisory Committee has been established to improve communication between teachers and schools. The committee has a teacher representative from each school as well as a media specialist, ESL representative, counselor and an EC representative. This committee meets three to four times a year to provide input to the AIG program and to receive new information concerning the program. The AIG specialists communicate with the guidance counselors and teachers at the schools to ensure a smooth transition between elementary and middle and middle and high. AIG specialists meet regularly as a team with the AIG coordinator to receive direction and ensure consistency in implementation of the program. The coordinator also posts information in between meetings on the AIG wiki as well as practices, procedures, and resources for all to share.

Planned Sources of Evidence: • AIG staff advisory committee meeting agendas

- AIG website
- AIG wiki
- AIG PLC agendas

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A significant majority of respondents to the teacher survey felt that Granville County Schools ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families and administrators to provide differentiated programming and services. A majority of the parents responded similarly to the parent survey. Therefore, this is a maintained practice.

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

Description: Two AIG advisory committees have been established to ensure involvement and collaboration. The AIG Parent/Community Advisory Committee has a parent representative from each school as well as community members and it meets three to four times yearly. The AIG Staff Advisory Committee has a representative from each school, a media specialist, counselors, ESL representative, and an EC representative that meets three to four times yearly. The purpose is to share information and gather input for program improvements. The AIG- School Based Committee at each school is comprised of related staff to ensure collaboration about the AIG student and services needed. Surveys are sent out yearly to parents and staff members to provide an opportunity for input on including ideas on programming and services. Parents are invited to attend an annual AIG informational meeting.

Planned Sources of Evidence: • Agendas from AIG Advisory Committee meetings

- Survey results from parents and staff
- Notes from AIG/School-Based Committee meetings
- DEP/IDEP

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: The responses to the parent survey indicate a need for more collaboration between school counseling personnel, regular education teachers, AIG specialists, parent/families, and others to address the social and emotional needs of AIG students. Therefore, this is a focused practice.

- Goals:**
1. Provide annual professional development for staff members on social and emotional needs of gifted students.
 2. Develop a system wide plan to meet the social and emotional needs of the gifted students.
 3. Provide counselors with a copy of the DEP/IDEP for AIG students to bring focus on the needs of AIG students.
 4. Provide opportunities for parents to learn more about the social and emotional needs through parent meetings.

Description: During the 2012-2013 school year, the AIG team has been focusing on social and emotional strategies for AIG students in the monthly PLC. AIG specialists have been trained to meet the social and emotional needs of gifted students and have the opportunity to directly apply these skills in the pull-out program grades 4-8. At the high school level, special opportunities for AIG students to attend special events for AIG students to foster special interests and to interact with an appropriate peer group. All AIG students have been placed in an Edmodo social/educational networking grouping with an AIG specialist to support their needs. This has been a way of communicating with the group to facilitate field trips, to receive feedback, and to provide information about opportunities available for AIG students.

To improve this area, the following goals have been created:

1. Professional development in the area of social and emotional needs for gifted students will be offered annually through the AIG institute provided by the AIG program.
2. A system wide plan will be developed, articulating which specific social and emotional strategies need to be addressed at different grade levels.
3. AIG specialists will meet with the counselors at each school and provide copies of the DEP/IDEPs for students and share any concerns at this time.
4. Investigate opportunities for parents to learn more about social and emotional needs for their child, i.e. individual parent meetings, group parent meetings with speakers, books for parents to check out in the media center, etc...

Planned Sources of Evidence: • Professional development rosters

- System wide plan for social and emotional strategies
- DEP/IDEPs
- Agenda from parent meetings

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Granville County Schools Board of Education has established a policy regarding acceleration and the process through which a student may be accelerated. Therefore, this is a maintained practice.

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

Description: See Granville County Board of Education Policy #3420 Student Promotion and Accountability

G. ACCELERATION

"Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore the subject in greater detail or providing different types of educational experiences. To sufficiently challenge a student, the principal may reassign the student to a different class or level of study, and/or may identify other concurrent enrollment or other curriculum expansion options (see policy 3101, Concurrent Enrollment and Other Curriculum Expansions). The principal, after consulting with the professional staff and parents, may determine that skipping a grade level is appropriate. If permitted by State law or State Board policy, credit toward high school graduation may be awarded for a student's advancing or placing out of a high school course. The superintendent will provide any additional criteria necessary to make the determination as to whether credit may be awarded."

As the State Board and NCDPI develops guidelines for "Credit by Demonstrated Mastery", Granville County Schools will review and develop procedures that will best serve the interests of the students.

Planned Sources of Evidence: • Granville County Board of Education Policies #3410 and #3101

- Documentation from principal supporting acceleration decision
- Policies and procedures for Credit by Demonstrated Mastery

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: Granville County Schools recognizes a need for providing intentional services for under-represented AIG populations. In an effort to address this need, this will be a focused practice.

Goals: 1. Investigate specialized services for under-represented populations that align with the demographics of the LEA.
2. Partner with the ESL program to determine needs and programs beneficial for bilingual students.

Description: Presently the Primary Education Thinking Skills program is implemented in grades K-3 to nurture thinking skills of all students. This helps in nurturing and identifying potentially gifted students. More emphasis needs to be focused on programming for traditionally under-represented AIG populations. The following goals will be addressed:

1. Collect the data to determine the diverse groups in the LEA. Research programs that address those specific populations to see which programs best fit the needs and the budget resources available.
2. Invite the ESL coordinator to attend the AIG/PLC to share strategies on working with the bilingual student and characteristics of giftedness within that population.

Planned Sources of Evidence: • Data showing demographics of LEA

- List of books and articles researched
- Agenda from AIG PLC showing participation from ESL

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Granville County Schools recognizes that gifted students are diverse in their academic, intellectual, social, & emotional needs. To meet these needs, a range of extra-curricular programs and events are necessary. Granville County Schools encourage and provide programs and events to enhance and develop the needs and interests of AIG students, making this a maintained practice.

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

Description: The following are programs or events available to AIG students in all, many, some or few, Granville County Schools:

Elementary School Level

- Battle of the Books
- Duke TIP Program
- Shakespeare performance
- AIG Summer Camp
- Field Trips
- Academic Competitions
- Edmodo educational networking groups
- Pull-out program

Middle School Level

- Battle of the Books
- Duke TIP Program
- Math Counts
- Edmodo educational networking groups
- Pull-out program

High School Level

- Numerous opportunities and events are posted on the AIG website.
- AIG field trips
- Edmodo educational networking groups
- Governor's School
- Summer Ventures in Science and Mathematics

Parents and students are also informed of other opportunities that arise during the course of the school year through email communications.

Planned Sources of Evidence: • Student participation in extra-curricular programs

- Variety of opportunities shared with students
- AIG website

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Granville County Schools has developed a variety of partnerships with parents and families through meetings, conferences, written information and committees that support the academic, intellectual, social and emotional needs of AIG students. Therefore, this is a maintained practice.

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

Description: In an effort to develop partnerships with parents/families and the community, the following practices have been implemented:

- Parents/guardians are invited to participate in the initial placement conference for service delivery options.
- Parents/guardians are invited annually to review and amend the DEP/IDEP.
- AIG family meetings are held each school year: in the Fall for elementary and middle, and in the Spring for high.
- AIG Parent Advisory Committee meets several times yearly.
- AIG/School-Based Committees meet regularly.
- Brochures are sent home to all Kindergarten-third graders annually explaining the nurture program.
- An AIG county website is maintained.
- Each AIG specialists maintains a website at elementary schools.
- An AIG Program Guide is sent home to all nominated students and reviewed annually at AIG parent meetings.

Planned Sources of Evidence: • Various modes of communication

- Agendas, minutes presentation at related meetings, work sessions
- Parent/family and community surveys
- Collaboration with related community groups

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Recent survey results indicate that most parents feel like Granville County Schools shares information about the local AIG Program, AIG Plan and other policies relating to gifted education with all stakeholders, this practice will remain a maintained practice.

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

Description: Granville County Schools AIG Program provides the following opportunities to share information regarding the local AIG plan, program and policies with parents, families and the community:

- Parent/guardians are invited to attend an initial placement conference to discuss service options.
- Informational DEP/IDEP parent meetings for elementary and middle schools are scheduled during the first nine weeks of the school year. High school parent meeting will be held the last nine weeks of school.
- Granville County Schools AIG support team will continue to maintain the district's website communicating AIG programs and policies.
- The AIG Program Guide is provided to each parent with the notification of nomination and at the initial placement meeting as well as reviewed annually at the DEP meetings.
- Information and other resources are posted on the AIG website.
- A four year plan is developed for high school AIG students and reviewed annually by guidance counselors.
- Presentations are made to the Curriculum and Instruction Team and at the Principals' Meeting to share information concerning the AIG Program.
- Any additional information is shared via email communications from the AIG specialist as necessary.
- AIG headcount is posted on the website.
- AIG parent email groups have been established for better communication.

Planned Sources of Evidence: • AIG student identification/documentation folders containing parent participation

- Agenda and attendance from annual informational meeting
- Multimedia presentation of AIG program updated annually on website
- AIG Program Guide, newsletters and other opportunities on AIG website
- Meetings from meetings on wikis

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: According to survey results, there is a need for more involvement of the stakeholders in the development, implementation and monitoring of the local AIG program and plan. Therefore, this is a focused practice.

Goals: 1. Provide a survey for parents/guardians, community members, school personnel and students to give feedback about the AIG program.

2. Continue with the implementation of the advisory committees.

3. Increase the number of informational meetings for parents and community members to offer more input into the AIG Program.

Description: Surveys are provided for parents/guardians, community members, school personnel and students to provide feedback about the AIG Program. The results of these surveys impact the formation of the AIG plan and provide valuable insight into the implementation of the AIG program.

Two advisory committees, one for parents/community members and one for staff, meet at least three times yearly to share information about the AIG program and ask for input. These committees reflect the diversity of the AIG populations to the best ability of the AIG program. In addition, these committees are involved in the development, implementation and monitoring of the AIG program and plan.

Informational AIG family meetings are scheduled annually at all schools to discuss thoroughly the DEP/IDEP and parents/guardians may amend the DEPs in collaboration with the AIG specialist and the regular classroom teacher. Transitional meetings will also be offered to parents/students entering middle school and high school.

Planned Sources of Evidence: • Invitation and membership on various AIG-related committees, advisory committees, programs, plan revisions.

- List of AIG committee members and representative roles
- Surveys that include diverse groups from the community

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Since the 2010-2013 AIG Plan, efforts to provide information to parents on an ongoing basis as well as in their native language have improved as noted in the recent parent survey. All

forms are now available in Spanish as well as English. All AIG Specialists have created email groups to communicate with their parents. Therefore, this has become a maintained practice.

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

Description: The AIG program website automatically translates information into numerous languages.

AIG forms are now translated into Spanish.

Automatic phone calls generated from the county are translated into various languages.

A data bank of language spoken at home is kept by the AIG support team. Although much of the information is posted on the AIG website and can be automatically translated into several languages, not all students have internet access. Efforts need to be made to inform these parents of any information being shared with all parents.

The AIG coordinator will ask to address the ESL parents at their annual meeting with the ESL coordinator.

AIG Specialists share any opportunities that they are made aware of for AIG students via email groups set up to facilitate this sharing of information.

Planned Sources of Evidence: • District/school web sites, brochures, newsletters, articles

- AIG Parent Guides
- CRT documentation

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: While some partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community have been formed, more should and will be cultivated to provide AIG students with an extended range of enrichment opportunities to meet their full potential. Therefore, this is a focused practice.

Goals: 1. Form an AIG Parent/Community Advisory Committee.

2. Cultivate partnerships with local businesses and institutions to enhance opportunities for the gifted

students.

Description: An AIG Parent/Community Advisory Committee was created during the 2012-2013 school year. This committee will meet three to four times annually to share information and ideas on how to enhance the gifted program. A parent representative from each school will serve on this culturally diverse committee. Community members will be added next year with hopes of forming partnerships with local businesses and institutions.

Presently Granville County Schools has partnered with the North Carolina School of Science and Math for students to attend classes at their home school via real time technology. Teachers are also offered professional development opportunities through the NC School of Science and Math.

Granville County Schools has also partnered with Vance Granville Community College to offer college classes to high school students through the Granville Early College and through the College and Career Ready program.

For the past two years the North Carolina Shakespeare Festival has performed for students and this partnership will continue.

The elementary AIG program has partnered with several local restaurants to create activity sheets for children who dine there. This has been ongoing for two years.

More partnerships need to be developed in the county starting with the Granville County Museum and the public library as well as other businesses in the community.

Planned Sources of Evidence: • Agenda from AIG Parent/Community Advisory Committee

- Time tables of students' schedules
- Student created projects

Other Comments:

Standard 6: Program Accountability

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A written AIG plan, approved by the local school board and reviewed by SBE/DPI, is provided as an instrument for monitoring program implementation and safeguarding the rights of AIG students. This is a maintained practice.

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

Description: Using the North Carolina Academically or Intellectually Gifted Program Standards and Article 9B, a written plan is developed to reflect the statewide framework for quality programming, while still honoring the local flexibility of the LEA to ensure that academic, intellectual, social and emotional needs of AIG students are being met.

Planned Sources of Evidence: • Board Approved AIG Plan and review

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Granville County AIG Support Team, which is headed by the AIG Coordinator, monitors various areas to ensure fidelity of implementation of all AIG program components. This is a maintained practice.

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

Description: The following areas are monitored by the Academically/Intellectually Gifted Support Team for annual success:

- Referrals, identifications and AIG-School Based Committee placement decisions

by the Compliance Review Team to ensure equity and accuracy

- Implementation of the Primary Education Thinking Skills Program, Kindergarten through third grade
- Professional development opportunities in differentiation for all personnel involved with the AIG program including, but not limited to general education teachers and the AIG Specialists using research-based curricula and instruction
- Professional Learning Community meetings
- Monitoring placement of AIG students with AIG certified teachers
- Evaluation of growth of AIG students
- Use of AIG state funds to support gifted education
- Department of Public Instruction AIG Headcount
- Parent/Teacher/Student surveys

Planned Sources of Evidence: • Compliance Review Team Notebook

- End-of-Grade and End-of-Course data
- Annual AIG report to Superintendent
- Department of Public Instruction AIG Headcount
- Parent/Teacher/Student surveys
- Disbursement Report of AIG funds
- Lesson dates documentation
- Professional Development Rosters

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Academically/Intellectually Gifted Program Coordinator prepares and administers budgets reflective of the use of state AIG funds, which is constantly monitored by the Associate Superintendent and the Chief Financial Officer for Granville County Schools. This is a maintained practice.

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

Description: AIG funds are used for the following:

Salary for AIG Coordinator and AIG Specialists

Testing materials

Research-based curriculum

Technology

Instructional materials

Professional Development

AIG Conferences, state and national

Travel expenses

Governor's School opportunity
Field trips/ Events for AIG students

Planned Sources of Evidence: • Disbursement budget of AIG funds

- Teacher licensure for AIG
- Contracts for professional development
- Receipts for materials and curriculum products

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Since the 2010-2013 AIG plan, the AIG Support Team has compiled and analyzed the student performance with growth when available and shared it with administrators and other pertinent personnel. This is a maintained practice.

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

Description: The AIG Coordinator will annually disaggregate End-of-Grade and End-of-Course data to analyze growth of AIG students. This information is shared yearly with administrators, members of the Curriculum and Instruction Team, and the local school board. This helps guide initiatives for AIG students and professional development for teachers and school personnel. Drop-out data is also used to analyze effective strategies and program options for gifted learners. Elementary AIG specialists maintain, share and analyze student growth with parents, AIG-School-Based Committee members, administrators and the AIG team to improve AIG policies and procedures. Annual drop-out data is compiled and shared with administration and Central Services.

Planned Sources of Evidence: • Disaggregation of EOG and EOC data

- Drop-out data including AIG students

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This practice remains a maintained practice due to the annual data collection that is completed by the AIG Support Team, which provides evidence of the representation and retention of under-represented populations.

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

Description: Each year data is collected on the following:

- Nurture students K-3 for the Primary Education Thinking Skills, whole group and small group lessons.
- Third grade students who were screened for the AIG program through the use of the CogAt test.
- Students (4th-12th grade) who were screened, identified and served through the AIG program.
- Attendance reports for all schools showing ethnicity.
- Enrollment data in upper level courses.
- Retention data

Using the above data, an annual AIG Program report is prepared and presented to the Superintendent reflecting representation and retention of under-served populations in the gifted program.

Planned Sources of Evidence: • Data regarding screening, referral and identification for the gifted program

- Enrollment data for each school
- Enrollment data for upper level courses
- Retention data
- AIG annual report to Superintendent

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Granville County Schools' Department of Human Resources maintains current data on the credentials of personnel serving AIG students, which results in this being a maintained practice.

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

Description: The AIG Coordinator receives a list of AIG certified personnel yearly provided by Granville County Schools Department of Human Resources. Professional development hours addressing gifted education are maintained and monitored by the Professional Development Coordinator.

Planned Sources of Evidence: • Licensure reports

- Personnel records

- Professional development records

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: During the 2012-2013 school year, two advisory committees were formed and began meeting. This remains a focused practice as these committees continue their work.

Goals: 1. To continue working with committees that will represent the different stakeholders' interests and perspectives in meeting the needs of AIG students.
2. To increase community involvement in meeting the needs of AIG students.
3. To partners with the community to increase awareness and understanding of the AIG program and its function.

Description: During the 2012-2013 school year, two advisory committees were formed: the AIG Parent/Community Advisory Committee and the AIG Staff Advisory Committee. The AIG Parent/Community Advisory Committee has a parent representative from each school in the district. This culturally diverse group will meet three to four times a year and will have more members added next year from the community with the hopes of forming partnerships with local businesses and institutions.

The AIG Staff Advisory Committee has a teacher from each school in the district. Other support staff areas with members on the committee will include media specialists, English as a Second Language, guidance counselors, Exceptional Children, and Arts as available. This committee will meet three to four times a year.

Both committees will discuss the AIG program, address any questions and make recommendations for improvement as needed. An agenda will be provided at each meeting. Minutes from each meeting will be kept on file and distributed to members. The advisory group will be informed of new developments in AIG research as needed. Informal interviews will be conducted with stakeholders as needed.

Planned Sources of Evidence: • Agendas, minutes

- Invitations to serve, membership on committees
- Surveys, interviews with related stakeholders

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Granville County Schools' Academically/Intellectually Gifted Program provides formal and informal opportunities for students, parents/families, teachers, and stakeholders to participate in providing feedback regarding the quality and effectiveness of the local AIG program. The multiple opportunities offered to the stakeholders indicates this as a maintained practice.

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

Description: The following are opportunities for parents/families, teachers, and stakeholders to provide feedback on the local AIG program:

- Results conferences with parents as needed regarding placement decisions
- Initial placement meeting offered for parents/families and the AIG specialist
- Annual group DEP/IDEP family meeting, elementary, middle, and high school
- Annual surveys addressing program strengths and areas for improvements
- AIG Parent Advisory Committee
- AIG Staff Advisory Committee
- North Carolina AIG Standards

Planned Sources of Evidence: • Annual surveys of stakeholders

- Documented meeting notes and agendas
- Documented participation and feedback from focus groups

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: An AIG Parent/Community Advisory Committee and an AIG Staff Advisory Committee reviews and solicits feedback from all stakeholders to determine if/when changes are needed to the AIG plan. Surveys and individual interviews are on-going to allow input from multiple stakeholders. An interim report conducted by the AIG Support Team is submitted mid three years to the Department of Public Instruction. Every three years an intensive reflection occurs and improvements are made allowing time for implementation of procedures during the next three year cycle. This level of review

and revision will be maintained.

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

Description: The following data is collected and analyzed for program evaluation purposes:

- Enrollment data with demographics for all schools
- Surveys from parents, teachers, students, and administrators
- Evaluation results from End-of-Grade, End-of-Course, Advanced Placement.
- Professional Development Evaluation feedback
- AIG Advisory Committees feedback
- Summary of screening and identification of AIG students with special emphasis on diverse populations
- Data from Primary Education Thinking Skills Program to assist nomination, referral and identification process.
- Results from Department of Public Instruction review of AIG plan.

After this data has been collected, reviewed, and analyzed, an annual comprehensive report is prepared and shared with the Superintendent.

Planned Sources of Evidence: • Review comments by Department of Public Instruction of 2010-2013 AIG plan

- Survey results from parents, teachers, students, administrators
- Evaluation results from professional development
- Notes from AIG Advisory Committees
- Collection of data from screening and identification of AIG students
- LEA's attendance data with demographics
- Summary of K-3 students nurtured
- AIG Annual Report
- Evaluation results from EOGs, EOCs, and AP classes

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although the Granville County Schools AIG program collects evaluation data from multiple sources, an intentional effort to disseminate this to the public to create a transparent view into the AIG program in Granville County Schools is needed. Therefore, this is a focused practice.

Goals: 1. To publish the AIG Department of Public Instruction annual headcount on the AIG website
2. To publish AIG survey results annually to the public via the AIG website

Description: An approved DPI AIG headcount will be published annually on the AIG website for the public as well as annual survey results from multiple stakeholders.

Planned Sources of Evidence:

- AIG headcount posted on AIG website
- Survey results posted on AIG website

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The rights of all AIG students are protected through due process as they are included and detailed within the AIG plan. They are shared with families in multiple ways, in writing and verbally at meetings. The appeals process is multi-level, allowing for input from various stakeholders.

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

Description: The following is a list of opportunities for parent input throughout the decision-making process for the need for differentiated services through the Academically/Intellectually Gifted (AIG) Program. Also included, in accordance with state law, is the procedure for resolving disagreements between parent/s, guardian/s, and the Granville County School System when a student is not identified for differentiation services through the AIG Program.

Nominated for AIG Program, but not referred for testing, the parent/guardian shall receive the following:

- Notification of Nomination
- Scales for Identifying Gifted Students form (if student not nominated by parent)
- Academically/Intellectually Gifted Program Guide (Due process included)
- Results of Nomination form
- Comprehensive Student Profile form

Referred but not identified, the parent/guardian shall receive the following:

- Notification of Nomination
- Scales for Identifying Gifted Students form (if student not nominated by parent)
- Academically/Intellectually Gifted Program Guide (Due process included)
- Parent/Guardian Consent for Evaluation
- Comprehensive Student Profile form

- Results of Nomination

Identified as needing differentiation services and a Differentiation Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP) was recommended, the parent/guardian shall receive the following:

- Notification of Nomination
- Scales for Identifying Gifted Students form (if student not nominated by parent)
- Academically/Intellectually Gifted Program Guide (Due process included)
- Consent for Evaluation
- Comprehensive Student Profile form
- Consent for Services
- Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IDEP) when services begin

A detailed copy of the appeals process for parents/guardians can be found in Practice F/Standard 1: Student Identification

Planned Sources of Evidence: • Due process procedures written and shared in various ways

- Documentation of complaints and subsequent LEA responses and changes
- Interviews with parents/guardians and school personnel where disagreements have occurred

Other Comments:

Glossary (optional):

Appendix (optional):

Granville County System Commitment 2013.jpg (*Local Board Approval Document*)

system committ signed.htm (*Local Board Approval Document*)